DOCUMENT RESUME

ED 072 571 EC 050 924

TITLE	District Procedures for Providing Special Education for Exceptional Children and Youth.
INSTITUTION	Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.
PUB DATE	73
NOTE	89p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Educational Planning; *Exceptional Child Education; Gifted; *Guidelines; Handicapped Children; Program Planning; *School Districts; State Legislation; *State Standards
IDENTIFIERS	Florida

AESTRACT

Guidelines for the development of educational programs for exceptional children in Florida public schools are provided. Instructions are appropriate for educational planning at the school district level. Basic considerations for the development of district procedures and programs are defined: historical perspective, mandatory legislation, program philosophy, funding, and district-wide and multi-district program planning. The roles of the State Department of Education and of the district school system in administering and supervising special education are also defined. General guidelines for planning programs for each area of exceptionality are presented, as are general guidelines related to planning supportive services. Instructions are given for preparing a report of district procedures for providing special education. Appended are excerpts from Florida statutes and Florida State Board of Education Regulations pertaining to exceptional child education and to the Speech Pathology and Audiology Act. (KW)

ED 072571

DISTRICT PROCEDURES FOR PROVIDING SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN & YOUTH

GUIDELINES–1973

EC 050 924E

DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA
FLOYD T. CHRISTIAN, COMMISSIONER
DIVISION OF ELEMENTARY & SECONDARY EDUCATION

ED 072571

RECEIVED
JAN 17 1973
FLORIDA EDUCATIONAL RESOURCES
INFORMATION CENTER (FERIC)
DEPARTMENT OF EDUCATION

1973

GUIDELINES

DISTRICT PROCEDURES

FOR PROVIDING

SPECIAL EDUCATION

FOR

EXCEPTIONAL CHILDREN AND YOUTH

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

FLORIDA DEPARTMENT OF EDUCATION
Floyd T. Christian, Commissioner
Tallahassee, Florida

Divison of Elementary & Secondary Education

Bureau of Curriculum & Instruction

Education for Exceptional Children Section

This public document was promulgated at an annual cost of $824.28 or $.82 per copy to provide guidelines for educational programs for exceptional children in Florida's public schools.

FOREWORD

Through the provision of state funds by legislative action, the people of Florida have indicated their desire to meet the Special Education needs of exceptional children. The Florida Department of Education is ready to cooperate with parents, teachers, school administrators, other agencies, and interested citizens in an effort to establish instructional programs for exceptional children as the local community may need.

Florida law requires that -- "Each school board which participates in this program shall submit annually to the department a plan outlining its proposed procedure for the provision of special educational services for exceptional children." (FS 236.04(4)(a)1)

In a special session on Education in 1968, the Legislature passed legislation mandating the availability of special education to all exceptional children by 1973-74. A phased-in funding program has been fully funded. The orderly implementation of this mandate has been done through each district's annual District Procedures for Providing Special Education for Exceptional Children and Youth.

The right of an exceptional child to a free public education must be fully implemented. This guide should assist local school systems in developing appropriate procedures to provide those special arrangements which will enable the exceptional child to make greater progress toward optimal growth and development. We cannot be satisfied until every exceptional child in Florida receives the instructional program that will prepare him to take his place in our society.

It is hoped that these Guidelines will help bring clarity and direction to educational planning for exceptional children in Florida and yet be broad enough in scope for the varying needs of the individual and the community.

Floyd T. Christian

Commissioner of Education

ACKNOWLEDGMENTS

State Departments of Education whose guidelines and other publications offered valuable suggestions and ideas include: Illinois, Virginia, Kentucky, Colorado, Nebraska, and Minnesota.

TABLE OF CONTENTS

FOREWORD

ACKNOWLEDGMENTS

I. Purpose and Review Procedures

II. Basic Considerations for Development of District Procedures and Programs

A. Historical Perspective

B. What is "Mandatory Legislation"?

C. Program Philosophy

D. Funding

E. Relationship of District Procedures for Providing Special Education to District Comprehensive Planning

F. District Program Planning

G. Multi-District Program Planning

III. Administration and Supervision of Exceptional Child Education.

A. The Role of the Department of Education

B. The Role of the District School System

IV. Planning Instructional Programs for Exceptional Children

V. Planning Supportive Services for Exceptional Children

VI. Outline for District Procedures for Providing Special Education for Exceptional Children and Youth.

APPENDIX

A. Florida Statutes -- Excerpts pertaining to Exceptional Child Education

B. Florida State Board of Education Regulations -- Excerpts pertaining to Exceptional Child Education

C. Florida Accreditation Standards -- Excerpts pertaining to Exceptional Child Education

D. Florida Statutes and State Board of Education Regulation Pertaining to Speech Pathology and Audiology Act

I. PURPOSE AND REVIEW PROCEDURES

Purposes:

A. The document which outlines the proposed procedure for the provision of special educational programs for exceptional children as required in FS 236.04(4)(a)(1).

B. The statement of county policy which gives the basic assurances for the legal use of exceptional child units. The School Board shall submit the District Procedures for Providing Special Education for Exceptional Children and Youth annually before approval of any new request for a proposed new unit or for the continuation of a unit already in operation will be considered by the Department of Education. (SBER 6A-6.33).

C. A vehicle for planning and communication within a district. (Among exceptional child staff, school principals, parents and other education and community programs.)

D. A systematic way to collect data on projected five year unit needs and program objectives and priorities for State and district decision making and allocation of funds.

E. A vehicle for assisting local administrators to have necessary data and objectives to fit into total district comprehensive planning.

Review Procedures:

The District Procedures will be reviewed by Department of Education staff. Based on these reviews the Director of the Division of Elementary and Secondary Education will annually outline to the districts areas of strength and weakness with recommendations for improvement. In addition, throughout the year the District Procedures will serve as the basis for discussion with the community, parents, district school staff, teachers, principals and Department of Education staff for the continued improvement of education for exceptional children.

The Department of Education will annually provide technical assistance to the districts in the development of their Procedures. Upon request, other site visits or program reviews by a professional team will be conducted.

II. BASIC CONSIDERATIONS FOR DEVELOPMENT OF DISTRICT PROCEDURES AND PROGRAMS

A. Historical Perspective

Beginning with the Florida School law passed in 1941 to provide for the education of "physically handicapped" children and an amendment passed in 1945 making provision for the mentally retarded public school students, Florida gave recognition to State responsibility in the provision of instruction and facilities for exceptional children. When the present Minimum Foundation Program was passed in 1947, broader provisions were made for Special Education to meet the needs of all exceptional children by permitting the establishment of special instruction units for exceptional children from State funds.

In 1947 there were 85 State exceptional child instruction units. During the next twelve years the number of units grew slowly, so that in 1959 there were 935 units. The 1959 Legislature put a freeze on program growth for two years and by 1967-68 there were only 1,432 units and Florida was providing special education for only 30% of its exceptional children and youth.

The Special Legislative Session on Education in 1968 passed legislation requiring each district school board to provide appropriate programs of special instruction by 1973-74. The Legislature provided for an increased number of Exceptional Child instruction units as well as special funds for facilities, equipment and teacher training to fully implement the program in five years.

During the past five years the programs have been growing at an average of 590 units each year. During 1971-72 the units for the educable mentally retarded alone was larger than the total number of State exceptional child instruction units for 1967-68.

B. What is "Mandatory Legislation?"

Before 1968, the provision of education for exceptional children was required of a school board only "insofar as practicable." The 1968 Legislature deleted this clause, and mandated the availability of education to all exceptional children by 1973-74 school year. The basic points of "mandatory legislation" for exceptional children are:

1. The exceptional child is under the compulsory attendance requirement unless issued a certificate of exemption as provided for by FS232.06(1).

2. A school district must make available thirteen (13) years of a free public education to all exceptional children and youth either in a program in the district, in a multi-district program, or through a contract with a non-public school.

C. Program Philosophy

Education is a right of the exceptional child or youth. He should not be separated from his peer group unnecessarily. As stated in FS 236.04(4)(a)3 - "In providing for the education of exceptional children the superintendent, principals and teachers shall utilize the regular school facilities and adopt them to the needs of exceptional children whenever possible."

Districts are given great flexibility in designing and implementing programs. There are no statutes or regulations requiring or limiting organization of programs for the various exceptionalities.

The establishment of instructional programs for exceptional children is based upon the recognition that there are wide deviations or differences among children in their physical, mental, emotional and social needs. Subsequently, it follows that the instructional program -- organization of the program, facilities or instructional methods -- must differ to fully meet the educational needs of children who deviate from the average to the extent that they require special education to develop their maximum potentials.

D. Funding

Programs for exceptional children may be funded with state, federal and local funds. When the allotment of State Exceptional Child units is made, consideration is given to:

1. The community need for instructional programs for identified exceptional children as outlined in the District Procedures, and

2. Approved teachers whose professional preparation qualified them as special teachers in the classification of exceptionality in which the teaching is to be done.

The same amount of funds is allocated for exceptional child units with respect to teacher salary, capital outlay, other current expenses, Supervisory Units, and STS units, as for regular instruction units for non-handicapped children.

E. Relationship of District Procedures for Providing Special Education to District Comprehensive Planning

The 1973-74 school year is seen as a year of transition in planning for exceptional child programs. The County Plan for the Provision of Special Education for Exceptional Children and Youth which was submitted until 1972 attempted to be both a long range planning document and the district procedures for providing special education.

For 1973-74 the revised outline for the District Procedures for Providing Special Education for Exceptional Children and Youth emphasizes procedures rather than long range planning although some items on needs, objectives and projections are required for the following reasons:

1. Data needed for preparation of Legislative budget request.
2. Data needed as basis for allocation of State and Federal funds.
3. Information for needed changes in laws and regulations.
4. Data needed for federal planning documents and funding applications

Statements of need and long range planning for exceptional child programs are to be a part of the District Comprehensive Plan as a district looks at its overall educational needs and programs.

F. District Program Planning

Since Florida for many years, has been organized on a county school system basis, this administrative unit will be expedient for most program organization. However, since some instructional programs are designed for children with extremely low incidence, it is not practical for smaller counties to develop their own program in all of the areas of the exceptionalities.

Table II provides a reasonable guideline for expectations of program development within a district based on the school population of a district. Some districts should look to setting up provisions across district lines for some exceptionalities. This may include several districts working together or a larger district cooperating with surrounding smaller districts.

Planning should be based on a survey of the number of exceptional children within the county which includes both those students presently attending school, and pre-school aged children. An active search should be made to identify exceptional children within the compulsory attendance ages who are not attending an instructional program.

TABLE I

Estimated Prevalence of Exceptional Children and Youth in Florida for Planning Purposes.

Educable mentally retarded	2.00 %
Trainable mentally retarded	.25
Physically handicapped classes	.15
Homebound and hospitalized	.50
Speech and Language impaired	3.50
Hard of hearing	1.50
Deaf	.10
Blind and Partially Sighted	.09
Emotionally Disturbed	1.00
Specific Learning Disabilities	1.00
Socially maladjusted (secondary age only)	1.00
Gifted	2.00
	13.09 %

The prevalence rates indicate the number of children in the major special education categories that might be found in any given pupil population. These rates are estimates based on recent reports in the literature, the Illinois Census of Handicapped Children conducted in 1958 and 1962,[1] reports from the Bureau of Education for the Handicapped, US Office of Education and the National Finance Study.

* * * * * * * * * * * * * * * * * * * *

[1]Guidelines for County Advisory Committees, Board of Public Instruction, State of Illinois, 1962, p.7

TABLE II

SCHOOL POPULATIONS	MINIMUM PROGRAM DEVELOPMENT
35,000 and Above	Educable Mentally Retarded Trainable Mentally Retarded Physically Handicapped Homebound and Hospitalized Speech and Language Impaired Hard of Hearing Deaf Blind and Partially Sighted Emotionally Disturbed Specific Learning Disabilities Socially Maladjusted Gifted Special Education Services Full-time program administrator and supervisory staff
15,000 to 35,000	Educable Mentally Retarded Trainable Mentally Retarded Homebound and Hospitalized Speech and Language Impaired Hard of Hearing Blind and Partially Sighted Emotionally Disturbed Specific Learning Disabilities Socially Maladjusted Gifted Special education services Full-time program administrator and supervisory staff
5,000 to 15,000	Educable mentally retarded Trainable mentally retarded Homebound and Hospitalized Speech and Language Impaired Hard of Hearing Emotionally Disturbed Specific Learning Disabilities Socially Maladjusted Gifted Special Education Services Full-time program administrator
5,000 and below	Educable Mentally Retarded Trainable Mentally Retarded Homebound and Hospitalized Speech and Language Impaired Hard of Hearing Emotionally Disturbed Specific Learning Disabilities Gifted Special Education Services Part-time program administrator

Other considerations for district-wide program planning:

1. A comprehensive program for exceptional children and youth must be based on a sound district-wide screening and diagnostic program with provisions for continual evaluation of pupils assigned to special education programs.

2. Consideration is given to the development of early childhood education programs in those areas where this is a critical time in the educational development of a child. Programs may include home instruction, nursery program and kindergarten program.

3. Provisions are made for administration and specialized supervision through use of STS and supervisory units.

4. Provisions for a comprehensive senior high school program include services of work-study coordinators, vocational counselors, vocational education instructors and cooperative arrangements with the Division of Vocational Rehabilitation and Vocational Education. The program includes work placement and follow up of students.

5. Consideration is given to services in facilities operated by other state agencies. A statement regarding the use of such facilities is included in the district procedures.

6. Relationships to other school personnel such as special reading consultants, curriculum directors, special subject supervisors, pupil personnel services, and vocational education are clearly defined.

7. Consideration is given to the provision of appropriate instructional resources including materials, equipment and information services.

8. In comprehensive planning, consideration is given to many designs for instructional programming and is not limited to the concept of special classrooms. Such programming may include children assigned to the regular class teacher, special education classroom teacher, itinerant teacher, resource teacher, individual tutor, part-time teacher, therapist, etc.

9. Consideration is given to cooperation with adjacent county school systems for instructional programs for low prevalence exceptionalities and regional programs for the provision of special supportive services including services and instructional resources.

10. Provisions are made for staffing of exceptional children. If placement in a special education program is indicated, the staffing committee will make recommendation to the exceptional child program administrator authorized to make the placement.

    "Four major types of staffing with associated program decisions can take place during the course of a given case following the collection of information and evaluation data. Any staffing on occasion may encompass more than one of the types of staffings enumerated. The final characteristics of the staffing are determined by the specialists present and their decisions during that staffing.

These staffings may be designated:

1. Eligibility staffing for all cases being considered for a special class or service.

2. Educational planning and treatment staffing for all cases deemed eligible for a special class for the purpose of planning instructional programming.

3. Articulation staffing for all cases being considered for transition between primary, intermediate, junior high and high school programs.

4. Dismissal staffing for the purpose of discussing cases in which there does not appear to be a need for continued special education of the type presently provided."[1]

11. District personnel should be aware of the legal implications of program decisions and protect the rights of the child and his parents. Although the district school board is responsibile for providing an appropriate education for each exceptional child and is responsible for placement, parents have the right to due process procedures.

    Due process procedures include:

    a. right to prior notification of changes in education placement

    b. right to a formal hearing if requested

    c. right to review all records

    d. right to an independent evaluation of child

    e. right to counsel

    f. right to cross examine witnesses

    g. right to bring witnesses

    h. right to appeal

12. When appropriate,provisions are made for contractual arrangements with non-public schools for educational services for severely handicapped students.

* *

[1]Ahr, A. Edward. An Evaluation Model for Special Education. 1970. Priority Innovations, Inc., Skokie, Illinois.

G. Multi-District Programming

Because of the small number of exceptional children in some categories it will be more effective and efficient for some programs to be established on a multi-district basis. The establishment and maintenance of a successful multi-district programs requires mutual planning. Major items requiring consideration for multi-district programs are:

1. Administrative roles of the participating counties relative to multi-county program operation.

2. Funding procedures (transportation,instructional materials, equipment, personnel, etc) for the establishment and maintenance of the multi-county program.

3. Selecting site and facility for the multi-county program.

4. Transportation procedures for children participating in the multi-county program.

5. Standardization of operational procedures for the referral, diagnosis, staffing, and dismissal of children for the program on a multi-county basis.

6. Agreement on the philosophy and instructional content and methodology for the program.

7. Scheduling problems caused by differences between district school calendars and time of day scheduling. (ex. crossing time zones, teacher planning days).

8. Responsibilities for the maintenance of facilities.

9. Procedures for program evaluation and quality control.

10. Procedures for the selection of personnel to work in the program.

11. Adequate alternative programs for children from the several counties when the total number of children eligible for placement exceeds the capacity of the program.

12. Procedures for emergency situations involving medical treatment for children residing in adjacent participating districts.

13. Procedures for the withdrawal of a district from a multi-district program when appropriate.

14. Means of program continuity through changes in school administration and program personnel.

15. Means of involving parents in program development.

III. ADMINISTRATION AND SUPERVISION OF EXCEPTIONAL CHILD EDUCATION

A. The Role of the Department of Education

As outlined in the policy paper, "The Role of State Government in Education," the aggregate responsibilities and activities of the State Board, the Commissioner, and the Department can be placed in two categories:

1. Those directed toward maintaining the effectiveness and efficiency of present educational practices as directed by statutes, regulations and professional standards, and

2. Those directed toward identifying, developing and encouraging new or improved procedures and practices in educational institutions."[1]

Members of the staff of the Education for Exceptional Children Section of the Bureau of Curriculum and Instruction, Division of Elementary and Secondary Education, provide consultative services for general program development of special education programs as well as specialized services in the various areas of exceptionality. Assistance is offered to local school systems by:

1. Offering consultative services on invitation from a local school system with the approval of the superintendent in planning and implementing of programs for exceptional children.

2. Reviewing and recommending allocation of special instruction units for exceptional child programs.

3. Collecting, interpreting, and disseminating information relative to the various phases of exceptional child education for decision making and recommendations for changes in policies, regulations and statutes.

4. Assisting a local school system upon request, in planning and establishing experimental or pilot programs for the improvement of instruction for exceptional children.

5. Serving as a liaison with other divisions, bureaus, and sections of the Department of Education.

* * * * * * * * * * * * * * * * * *

[1]Florida Department of Education. Policy Paper: The Role of State Government in Education. p.2. Approved by Administrative Council on May 8, 1972.

6. Preparing and distributing bulletins, manuals, guides, curriculum materials, bibliographies, newsletters and research information.

7. Serving as a liaison and participating in matters relating to surveys, evaluations, and joint projects involving exceptional child education.

8. Serving as a liaison with the special education teacher training personnel in institutions of higher learning in matters of teacher certification and the improvement of educational practices for children in all areas of exceptionalities.

9. Planning and conducting state conferences, institutes, and workshops to develop understanding and to assist in the training of local leadership personnel who are engaged in special education programs.

10. Making available the information needed by citizens, organizations, legislators, and public and private agencies so that they can participate intelligently in planning with school administrators programs for exceptional children within the framework of the State's philosophy.

11. Reviewing projects requesting federal and state funds for exceptional child education programs.

12. Participating in professional meetings and conferences on the national, state, and county levels representing all areas of exceptional child education.

B. The Role of the District School System

Administration

Administrative responsibilities for the exceptional child programs are assigned to one member of the district instructional staff so that the varied instructional programs, supportive services, and services of related agencies may be effectively coordinated.

When a county reaches a school population of 5,000 and has programs for four or more areas of exceptional child education, a full-time qualified director should be employed.

The effectiveness of the exceptional child education program within a district results from the extent of the coordination of the various areas of exceptional child education, the integration of special education into the total program of the school system, and the optimum use of community, state, and federal resources. The administrator has the responsibility for the exceptional child education program in the local school district and should be given due authority to implement the program. The exceptional child education administrator's responsibilities may include the following:

1. Initiating new programs and continously planning for a

comprehensive and sequential program for exceptional children and youth.

2. Assisting in the selection and hiring of exceptional child education personnel.

3. Defining and promoting adequate procedures for the referral and identification of exceptional children. In reviewing the recommendations of the evaluation specialists and determining the appropriate educational placement for students who are eligible for exceptional child education programs, the administrator should be assisted by a placement or staffing committee. The administrator must further ascertain that all due cautions and procedures have been afforded the student and his parents or legal guardians to guarantee that they are given the opportunity for all due process considerations, avenues of appeal and equal protection under the law.

4. Promoting and maintaining adequate procedures for pupil and teacher accounting, records, and completion of state reports.

5. Providing leadership in curriculum development.

6. Conducting staff conferences and orientation seminars.

7. Assisting in planning and implementing pre-school, post-school, and in-service training programs.

8. Maintaining good public and community relations.

9. Procuring and distributing specialized materials and equipment.

10. Providing leadership in program evaluation and follow-up procedures.

Supervision

Adequate supervision is an essential feature of a comprehensive program. Each exceptional child teacher should be assured of receiving appropriate supervision from personnel trained and experienced in his area of exceptionality. Such supervision may be available at a local, regional or state level.

Each district should design a plan for assuring appropriate supervision based on the strengths and weaknesses in the local situation. Consideration should be given to the following:

1. When a special education program has 10 or more professional workers in one area, such as the mentally retarded, and the total special education staff exceeds 20, counties should employ a helping teacher to work directly with professional personnel to improve instruction.

2. When the number of itinerant workers in any one area such as speech therapy or vision is between 5 or 10 workers, at least part-time supervision should be provided by a person trained in the area.

3. Regular school administrators and other educational personnel have the same supervisory duties for special education programs as for any other program in the school.

IV. PLANNING INSTRUCTIONAL PROGRAMS FOR EXCEPTIONAL CHILDREN

Mental Retardation

1. Determination of what constitutes a mentally retarded individual is a highly specialized diagnostic task which should include information from the medical, psychological and educational professions as well as involvement of parents and other community agencies. The medical information should include thorough hearing and vision tests in addition to other medical information.

2. Early identification will provide the opportunity for the design of an educational program which will give the maximum opportunity for the mentally retarded individual.

3. A comprehensive program of thirteen years of schooling which offers a full continuum of instructional services is required to meet individual needs.

4. Provision should be made to serve all mentally retarded children and youth, including those with other handicapping conditions.

5. The instructional program should provide for continuous assessment of the progress of each individual.

6. Through a comprehensive program of 13 years, placement in a competitive or sheltered work situation should be accomplished with follow-up to evaluate success of the program and the individual.

7. Provision should be made for the transition into post school programs such as sheltered workshops or vocational education and man-power training.

8. Comprehensive planning with all DoE staff concerned with the mentally retarded and with other agencies serving the mentally retarded should be an integral part of the educational program.

Educable Mentally Retarded

1. A comprehensive program should include the basic academic skills on both the developmental and functional level, with appropriate vocational offerings. The development of appropriate behaviors in all personal and environmental dimensions is also essential.

2. Primary, intermediate, junior high and senior high classes should be located in the regular school buildings to facilitate fusing with the peer groups to meet a variety of interests and to serve instructional and vocational needs.

3. Provisions for on-campus work experience and off campus job training which would include extensive student evaluation and follow-up should be included at the secondary level.

4. Clustering of two or more elementary classes in a school center is recommended.

5. The type of educational placement (self-contained, resource, part-time) should reflect the needs of the individual and should be based on a careful analysis of the degree of retardation and the level of adaptive behavior.

6. After thirteen years of schooling, provision should be made for the awarding of a diploma at the completion of the program.

Trainable Mentally Retarded

1. A minimum of three classes is considered essential for a comprehensive program which provides for the total range of school age children.

The Physically Handicapped

1. Determination of the degree of physical involvement should be made in order that the kind and scope of programs for 3 to 5 year olds can be carefully planned.

2. Provisions should be made to provide 15 years of schooling for the severely involved to include academic, therapy, adaptive behavior (acceptance of self, family acceptance, and community acceptance), and instruction for transition into post school training or the world of work.

3. Fusion into the regular class should be a priority (full-time or part-time) when the child is recognized as able to function there.

4. Various therapies, such as physical therapy, occupational therapy, and speech therapy, may be provided in the public schools; however, physical and occupational therapy, if available from hospitals, or private or public agencies, may be utilized.

Homebound and Hospitalized

1. In cases where medical and school authorities agree that it is not feasible for a child to be in attendance at school, arrangements for home instruction should be made.

2. Homebound instruction should be employed only when other possibilities have been exhausted.

Speech and Language Impaired

1. Those children and youth whose educational achievement is being adversely affected by a communication disorder shall receive priority for speech and language therapy.

2. Appropriate programming for these children and youth is based on diagnostic evaluations which shall include: appraisal of receptive and expressive language and speech abilities, educational achievement, and physiological involvements.

3. A comprehensive program for the communicatively disordered should include three major components:

a) Prevention of speech and language disorders -- Education of parent as to speech and language development, education of school personnel as to speech and language development; knowledge of and assistance in the reduction of noise hazards in the school community, and inclusion of the knowledge of speech and language development in high school curriculum offerings.

b) Clinical assistance -- Direct intervention by the clinician with individual or groups of children with communicative disorders. These children are selected from the school population by screening all or a selected percentage of the students and through teacher, parent, or principal referrals; determining the communicative profiles of the school and establishing priorities for in-depth diagnostic evaluations, case selection and other services.

c) Resource Assistance -- Those children whose speech and language programming can best be handled within the regular classroom setting with the indirect assistance of the speech clinician. This indirect assistance includes:

1) Consultative services to classroom teachers by speech clinician.
2) Consultative services to curriculum coordinators by speech clinician.
3) Demonstration teaching in language development skills.

4. Appropriate programming for individual children by the clinician may include but is not restricted to the following:

a) parent interventions only
b) assistance to classroom teachers
c) daily therapy sessions with severely involved speech and language impaired
d) periodic therapy sessions
e) individual or group sessions
f) placement in full time class for language impaired children taught by language specialist. At the high school level, this may include grouping of speech and language impaired students in a credit or non-credit class taught by a speech clinician.

Students in special education classes may qualify for and benefit from speech and language therapy.

Hearing Impaired: Hard of Hearing

1. The program for the hard of hearing includes the hearing clinician who assists children who are enrolled in a regular classroom or class for the hearing impaired, and who need supportive assistance in spoken and written language construction, vocabulary usage; and emphasis on maintaining and improving acquired auditory skills; speech insurance. The following type programs are:

a) Daily Individual Instruction (Regular Education Enrollment) Children are those who can profit from instruction with hearing children in all academic areas, but who need daily supportive work in language and compensatory skills from an auditory specialist. These children need approximately 1/2 to 3/4 hour of daily individualized instruction from the hearing clinician.

Children in this service have moderate, moderately severe, or severe hearing losses and good communication skills.

b) Weekly Individual Instruction (Regular Education Enrollment) Children are those who can profit from instruction with hearing children in all academic areas, but who need approximately 1 to 1-1/2 hours per week of supportive service from a hearing clinician.

c) Itinerant Speech Therapy (Regular Education Enrollment) Children are those who achieve well in regular classes with the remedial assistance available to that school and the service of the speech and hearing clinicians assigned to the school.

Hearing Impaired: Deaf

1. Because the educational programming is different for the deaf child in comparison with the educational programming for the hard of hearing, determination of whether a child is deaf or is hard of hearing is an important diagnostic task involving recent educational appraisals and medical, audiological and psychological assessments.

A comprehensive program for the auditorially handicapped will include the following type programs:[1]

a) Classes for Hearing Impaired (Special Education Enrollment) Children are those who require intensive language habilitation and skill work from a well qualified teacher of the deaf. Limited integration with hearing children is attempted, the purposes of such integration is primarily social. The full responsibility for all academic work remains with the special teacher.

* * * * * * * * * * * * * * * * * * * *

[1] Based on materials from Montgomery County Public Schools, Maryland, 1971, Philip J. Stromowsky, Director, Special Education; and Thomas J. O'Toole, Ed.D., Director, Department of Pupil Services.

The children in these classes are primarily those whose hearing loss is either severe or profound. The degree of hearing loss as revealed by the audiogram is not the only factor to be taken into consideration. Language level is the primary factor to be considered for placement. Additional handicaps, academic progress, age of the child, and compensatory skill development (i.e. lip-reading use of residual hearing and speech) are carefully weighed by a professional team.

Participation in the mainstream of general education is the ultimate goal for deaf children. Therefore the aural/oral method of instruction is the primary method used in public school classes for the hearing impaired. Other methods of instruction may be designed for an individual child by a professional team based on an intensive and careful analysis of the child's communication skills. Public school classes using other than aural/oral techniques must be housed in separate buildings.

b) Classes for Hearing Impaired with Selective Integration (Special Education Enrollment) Children are those who may benefit from selective academic instruction with hearing children plus social integration. These children need language and skills instruction with a teacher of the deaf. The special teacher has the responsibility for the management of the child's total education program including placement of the child in an appropriate regular class at an appropriate academic level, follow-up and support of the regular education teacher's work with the child.

Children in these classes have moderately severe, or profound hearing losses. A language deficit and/or slowly developing compensatory skills are the primary handicaps of these children. Placement considerations of children are the same as those described above.

c) Resource Classes for the Hearing Impaired (Special Education Enrollment) Children are those who can profit from instruction with hearing children in many academic areas, but who require special language instruction and/or tutorial support in specific areas of weakness. The educational program for the child is planned by both the special and the regular education teachers with each taking a responsibility for specific areas of the child's program.

Children in these classes spend about half of their school day and/or week with each teacher.

Children in these classes have a moderately severe, or profound hearing loss, considerable language facility and may have relatively uninhibiting secondary handicaps.

2. Development of a comprehensive program for the deaf must include provisions for adequate grouping and sequential programming from pre-school age. Plans should lead toward a minimum of six classes at the elementary level and appropriate programming at the secondary level.

3. Parents of hearing impaired students require specific direction and training in order to communicate verbally with their children in an effective way.

4. Since a school population base of 30,000 is usually not sufficient for a minimum program for the deaf, joint county planning is necessary.

The Visually Impaired

1. A minimal program would include one itinerant teacher.

2. Joint planning to provide for a greater population base may be necessary.

3. Reader and braillist services are essential.

4. Plans should be made to provide orientation and mobility instruction as well as development of educationally useful residual vision.

Severely Emotionally Distrubed and Socially Maladjusted

1. Planning for educational programs should be included for children under this classification who have been excluded from school.

2. The services of social workers, psychologists, and school nurses are vital for successful program operation.

3. Mental health centers, detention homes, psychiatric units, and other facilities serving maladjusted children are an integral part of the program.

4. Psychiatric or psychological consultive services for programs for the emotionally disturbed children are required and are to be named in the District Procedures.

Specific Learning Disabilities

1. Early identification is needed for maximum effective prevention and treatment of specific learning disabilities.

2. Through an intensive and highly individualized program most children with a specific learning disability should be able to return to the regular class.

3. The core of the program for specific learning disabilities is the precise match between the cognitive style of the learner and the cognitive demands of the instructional task. The teacher of children with specific learning disabilities needs to be prepared to teach in at least seven areas of instruction:

a) Sensory-motor area
b) Visual processing both perceptual and conceptual
c) Language or psycholinquistic development
d) Auditory processing, both perceptual and conceptual
e) Academic areas
f) Social behaviors
g) Emotional development

4. The amount and degree of intervention should match the amount and degree of identified learning disability, i.e. comprehensive planning should include a variety of instructional programming to fit identified needs.

Gifted

1. A comprehensive program should provide planned instruction which increases the depth and breadth of the students' learning experiences.

2. A planned program of instruction should begin at the primary level and extend through the secondary level.

3. A planned program should include the development of the following characteristics:

a) academic achievement
b) leadership potential
c) sensitivity to needs of others
d) divergent thinking ability
e) interest in creative activities
f) high goal orientation
g) abstract thinking
h) insight into problems
i) reasoning and problem solving
j) range of interest activities

4. Programs for the gifted and creative may include the following administrative arrangements:

a) resource room-learning center
b) itinerant program
c) consultative services
d) self-contained classroom
e. special school

5. Parent involvement and education should be an integral part of the program.

6. Community and regional resources should be utilized as much as possible.

V. PLANNING SUPPORTIVE SERVICES FOR EXCEPTIONAL CHILDREN

Instructional Resources

1. A variety of equipment and instructional materials should be provided for each area of exceptionality.

2. Instructional resource consultant services should be provided for all exceptional child teachers to assist in media training and the evaluation, selection and utilization of appropriate instructional materials.

3. Services should be provided to assure that teachers are aware of and utilize existing local, state and national sources of materials, equipment and related information.

Assessment and Social Services

1. Services should be provided to assure that exceptional children receive differential psychological and educational assessments, health services, social services and other related services.

2. These services should be coordinated to assure effective and efficient use of the data in planning educational programming (staffing) for individual students.

3. Information from these special services should be professionally interpreted to parents, regular teachers, exceptional child teachers, principals and other school personnel and community organizations involved in providing educational services for exceptional children and youth.

Facilities

1. School plant planning and construction should take into consideration the facility needs of exceptional children, including classroom space, provisions for speech therapy, and specially designed facilities.

2. Plans which base housing on a year-by-year availability of classrooms will not be viewed with favor. Classrooms should be permanent in nature and moved only as special education programs growth dictates. Portable classrooms may be used on a temporary basis during transitional periods.

Transportation

1. Transportation services are used to expedite the location of good educational programs for exceptional children.

2. Maximum utilization of exceptional child transportation units is made.

VI. OUTLINE FOR DISTRICT PROCEDURES FOR PROVIDING SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN AND YOUTH

A. Philosophy and Direction of the District Exceptional Child Education Program[1]

1. Goal(s)

2. Long-Term Objectives -- Objectives reflecting long range planning for the next five (5) years for the maintenance, improvement, expansion, and initiation of education for exceptional children and youth.

3. Progress in 1972-73 in meeting objectives

4. Priorities for 1973-74 to meet objectives

B. Organization and Operation of Exceptional Child Education Program

By means of an organization chart and in descriptive form, outline the role of exceptional child education to the entire school system. Responsibilities and role of exceptional child education personnel should also be included as well as a plan to provide supervision to exceptional child education personnel and programs. If the county administrator has other responsibilities besides exceptional child education also indicate these.

C. Procedures for Provision of Programs Available Within the District

In a separate description for each exceptional child program available within the district, the following information is to be given:

1. Survey of Exceptional Children

Based on the State incidence figures, the district school system should establish the estimated numbers of children deviating from the normal to such extent that special educational provisions are necessary for their proper educational development. Information should be solicited from community and state agencies also dealing with various handicapping conditions of school aged and pre-school children. These agencies might include:

Division of Health
Bureau of Crippled Children
Bureau of Blind Services

* * * * * * * * * * * * * * * * *

[1]For definition of terms see "Florida Department of Education Planning Model" June 1, 1972. Available from: Bureau of Research, Division of Elementary and Secondary Education, Florida Department of Education, Tallahassee.

Division of Retardation
Division of Mental Health
Division of Vocational Rehabilitation
Division of Youth Services
Division of Family Services

Should the number of children served in any area be significantly different from the suggested prevalence rates make specific statements regarding:

a. Special local factors which might contribute
   or
b. Use of a broader criteria for the identification of an area of exceptionality. If a broader definition is proposed by the district how does the district propose to serve these children and with what funds?
   or
c. What procedures does the district propose to eliminate the discrepancy.

2. Criteria for Eligibility for Special Education Programs

Give the specific criteria within your district for the eligibility of students for participation in each special education program which the district provides. These criteria should reflect but not be limited to the definitions found in State Board of Education Regulations 6A-6.31.

3. Provisions for Screening, Referral, Identification, Placement and Dismissal of Exceptional Children and Youth

In outline form, procedures should be given for each exceptionality:

a. Screening -- ages? who? when? instruments used?

b. Referral -- by whom? to whom?

c. Identification -- by whom? instruments used?

d. Placement -- who? placement committee?

f. Dismissal -- procedures? who? criteria?

Districts providing an instructional program for the emotionally disturbed must name the individuals or agencies providing the psychiatric or psychological consultive services to the program.

A statement regarding provision for graduation and diplomas should be included.

Justification for excluding trainable mentally retarded children from public school program must be described in specific terms. Also indicate the resources needed to support such children within the public school program to eliminate exclusions.

4. Existing Program

5. Proposed Program

6. Facilities
   If facilities are not adequate, list needed facilities for existing or proposed programs not covered in last school plant survey. Give date of any proposed school plant survey. Particular emphasis should be given to room space available for itinerant programs in each school to be served: vision, speech, specific learning disabilities.

7. Instructional Program (curriculum, etc.)

8. Personnel Development Activities

9. Supportive Services
   a. Instructional Resources
   b. Assessment and Social Services
   c. Others

10. Plans for Evaluation of Program

11. Additional comments

D. Procedures for Provision of Programs Available through Multi-District Cooperatives

In a separate description for each exceptional child program available through a Multi-District Cooperative give information for the eleven (11) items listed under section C.

E. Procedures for serving Exceptional Students for whom Programs are not Available in District(s)

1. Survey of Exceptional Children

2. Criteria for eligibility

3. Provisions for screening, referral, identification, placement and dismissal. - May include use of State residential schools, contracts with non public schools.

F. Procedures for Contractual Arrangements with non-public schools

G. Summary Charts (use forms provided)

1. Survey of Exceptional Children

2. Existing Program by Source of Funding

3. Program Profile and Proposed Program

H. Additional Comments

CHART G-1

_____ County

SURVEY OF EXCEPTIONAL CHILDREN

_____ Total Average Daily Membership _____ Elementary Average Daily Membership _____ Secondary Average Daily Membership

1	2	3	4				5				6			
Area	State Prevalence %	District[1] Prevalence Rate	Anticipated Number of Children[2]				Served 1972-73				Estimated Unserved 1972-73			
			Pres	Elem	Sec	Total	Pre S	Elem	Sec	Total	Pre S	Elem	Sec	Total
Educable Mentally Retarded	2.00													
Trainable Mentally Retarded	.25													
Physically Handicapped Classes	.15													
Homebound & Hospitalized	.50													
Speech & Language	3.5													
Hard of Hearing	1.5													
Deaf	.10													
Blind & Partially Sighted	.09													
Emotionally Disturbed	1.00													
Specific Learning Disabilities	1.00													
Socially Maladjusted[3]	1.00		xxx	xxx										
Gifted	2.00													
TOTALS	13.09													

1. This column must be filled in by the district indicating the prevalence figure used in the district for planning. If the State prevalence rate is used fill in those figures in column 3.
2. Based on District Prevalence Rate - column 3 X ADM
3. Apply to Secondary Average Daily Membership only.

CHART G-2

Existing Program for Exceptional Children and Youth

Source of Funding

1972-73

_____ County

AREAS	SOURCE OF FUNDS						
	Exceptional Child Units	FEDERAL			COUNTY	OTHER	
		Title I	III	VI		V. Ed. Units	Voc. Rehab
Educable Mentally Retarded							
Trainable Mentally Retarded							
Intellectually Superior							
Physically Handicapped							
Homebound/Hospitalized							
Speech and Language							
Hard of Hearing							
Deaf							
Blind and Partially Sighted							
Specific Learning Disabilities							
Emotionally Disturbed							
Socially Maladjusted							
Varying Exceptionalities							
Teacher Aides							
Directors, Supervisors, Coordinators, Consultants							
Job Placement							
Evaluation/Case Study							
TOTAL							

GRAND TOTAL
Excluding "Other" _____

Footnotes:

CHART G-3
Program Profile and Proposed Program

AREAS	Total No. Personnel 1972-73				Additional Personnel Projected for Each Year 1973-74				1974-75				1975-76				1976-77				1977-78			
	Pres	Elem	JrH	SrH	Pres	Elem	JrH	SrH	Pres	Elem	JrH	SrH	Pres	Elem	JrH	SrH	Pres	Elem	JrH	SrH	Pres	Elem	JrH	SrH
Educable Mentally Retarded																								
Trainable Mentally Retarded																								
Physically Handicapped																								
Homebound/ Hospitalized																								
Speech and Language																								
Hard of Hearing																								
Deaf																								
Blind and Partially Sighted																								
Specific Learning Disabilities																								
Emotionally Disturbed																								
Socially Maladjusted																								
Gifted																								
Varying Exceptionalities																								
Teacher Aides																								
Directors, Supervisors, Coordinators, Consultants																								
Job Placement																								
Evaluation/Case Study																								
TOTAL																								

APPENDIX

A. Florida Statutes -- Excerpts pertaining to Exceptional Child Education

B. Florida State Board of Education Regulations -- Excerpts pertaining to Exceptional Child Education

C. Florida Accreditation Standards -- Excerpts pertaining to Exceptional Child Education

D. Florida Statutes and State Board of Education Regulations Pertaining to Speech Pathology & Audiology Act

APPENDIX A

FLORIDA STATUTES PERTAINING TO EXCEPTIONAL CHILD EDUCATION PROGRAM

JULY, 1972

228.07 Specific definitions

Specific definitions shall be as follows and wherever such defined words or terms are used in the Florida school code they shall be used as follows:

(19) SPECIAL EDUCATION SERVICES -- The term "special education services' means such related services in addition to instruction of the exceptional child as transportation, diagnostic and evaluation services, social services, physical and occupational therapy, job placement, orientation and mobility training, braillist, typists and readers for the blind, specified materials and equipment, and other such services as approved by regulations of the state board of education.

228.08 Organization and support of required public schools

The public schools of the state shall provide thirteen consecutive years of instruction beginning with kindergarten and shall also provide such instruction for exceptional children as may be required by law. The funds for support and maintenance of such schools shall be derived from state, district, federal, or other lawful sources, combinations of sources, and shall include any tuition fees charged non-residents as provided by law. Public schools, institutions and agencies providing this instruction shall constitute the uniform system of public free schools prescribed by Art. IX of the State Constitution and shall include the following:

230.23 Powers and duties of school board

The school board acting as a board shall exercise all powers and perform all duties listed below:

(4) ESTABLISHMENT, ORGANIZATION, AND OPERATION OF SCHOOLS -- Adopt and provide for the execution of plans for the establishment, organization, and operation of the schools of the district, as follows:

(n) Exceptional children -- Provide for an appropriate program of special instruction and facilities and services for exceptional children as prescribed by the State Board of Education as acceptable, including:

1. Necessary professional services for diagnosis and evaluation of exceptional children;

2. Special instruction, classes and services within district school systems;

3. Contractual arrangements by district boards with approved private or non-public school or community facilities.

230.33 Duties and responsibilities of superintendent

The superintendent shall exercise all powers and perform all duties listed below and elsewhere in the law; provided, that in so doing he shall advise and counsel with the school board. The recommendations, nominations, proposals, and reports required by law and regulations to be made to the school board by the superintendent shall be either recorded in the minutes or shall be made in writing, noted in the minutes and filed in the public records of the board. It shall be presumed that, in the absence of the record required in this paragraph, the recommendations, nominations and proposals required of the superintendent were not contrary to the action taken by the school board in such matters.

(6) ESTABLISHMENT, ORGANIZATION, AND OPERATION OF SCHOOLS, CLASSES AND SERVICES -- Recommend the establishment, organization, and operation of such schools, classes and services as are needed to provide adequate educational opportunities for all children in the district, including:

(1) Exceptional education -- Recommend plans for the provision of special education classes, instruction, facilities, equipment and related services for exceptional children.

232.01 Regular school attendance required between ages of seven and sixteen; permitted at age of six; exceptions

(1)(a) All children who have attained the age of seven years or who will have attained the age of seven years by February 1 of any school year or who are older than seven years of age but who have not attained the age of sixteen years, except as hereinafter provided are required to attend school regularly during the entire school term.

(f) Exceptional children who will have attained the age of three years on or before January 1 of the school year may be eligible for admission to public special education programs and for related services under rules and regulations prescribed by the school board.

232.06 Certificates of exemptions authorized in certain cases

Children within the compulsory attendance age limits who hold valid certificates of exemption which have been issued by the superintendent shall be exempt from attending school. A certificate of exemption shall cease to be valid at the end of the school year in which it is issued.

Children entitled to such certificates and the conditions upon which they may be issued are as follows:

(1) Physical and Mental Disability. -- Any child whose physical, mental, or emotional condition is such as to prevent his successful participation in regular or special education programs for exceptional children; provided, that before issuing a certificate of exemption for physical, mental, or emotional disability, the superintendent shall require the submission of a statement from the county health officer, if a licensed physician, in counties having such an officer, and in other counties from a licensed practicing physician or qualified psychological examiner designated by the district certifying that the child is physically or mentally incapacitated for school attendance; provided, further, that if appropriate programs are not available within the school system, arrangements shall be made with adjoining districts or other appropriate agencies, residential schools, or approved non-public schools providing appropriate programs and services as determined by the department of education under regulations prescribed by the state board. Any child so exempt from educational provisions shall immediately be reported to the department.

(2) Distance Exemption. -- Children from six years of age to ten years of age, inclusive, unless deaf, blind, or seriously crippled, who, because of distance and lack of public transportation would be compelled to walk more than three miles by the nearest traveled route to the school or to the nearest publicly maintained school bus route to attend a public school, and children eleven years of age or older, unless deaf, blind, or seriously crippled, who because of distance and lack of public transportation, would be compelled to walk more than four miles by the nearest traveled route to the nearest school or the nearest publicly maintained school bus route to attend a public school.

(3) Employment Exemption. -- Children who have reached fourteen years of age who hold employment certificates and are employed under provisions of the child labor law.

(4) Judicial Exemptions. -- Upon the recommendation of a judge of the juvenile court and the agreement of the superintendent any child within the compulsory attendance age limit may be granted a certificate of exemption.

232.13 Exceptional children; reports to superintendents

The Florida crippled children's commission, the state board of health, and the state welfare board shall direct their field workers to review their case records on or before March 31 of each year and to report to the superintendent of each district the names and other pertinent information for all exceptional children in the district whose conditions, in their opinion, require special educational services.

233.49 Textbooks; children with impaired vision

The department of education is authorized to purchase and arrange for distribution among district school systems previously adopted textbooks which are prepared in various media for the use of partially sighted children enrolled in the public schools in Florida.

236.04 Procedure for determining number of instruction units

The number of instruction units shall be determined from the average daily attendance in the public schools of the district for the preceding year and from reports on instructional personnel for the ensuing year in the manner prescribed below, provided the attendance of students may not be counted more than once in determining instruction units.

(4) Units for Exceptional Children -- Each school board shall provide an appropriate program of special instruction for exceptional children; such programs shall be implemented in annual increments so that all exceptional children shall be served by 1973-74. Instruction units for exceptional children shall be computed as follows:

(a) The term "exceptional children" as used in the Florida School Code means any child or youth who has been certified by a specialist qualified under regulations of the state board of education to examine exceptional children as one who is unsuited for enrollment in a regular class of the public schools or is unable to be adequately educated in the public schools without the provision of special classes, instruction, facilities or related services, or a combination thereof, or may include the gifted. The term "exceptional children" includes the following: the educable mentally retarded, the trainable mentally retarded, the speech impaired, the deaf and hard of hearing, the blind and partially sighted, the crippled and other health impaired, the emotionally disturbed and socially maladjusted, those with specific learning disabilities, and may include the gifted. Instruction units for exceptional children shall be computed when the following requirements for participation have been met:

1. Each school board which participates in this program shall submit annually to the Department of Education a plan outlining its proposed procedure for the provision of special educational services for exceptional children.

2. No child shall be given special services under the terms of this chapter as an exceptional child until he is properly classified as an exceptional child in keeping with the definition given above. A copy of the report certifying to the child's condition shall be kept on file in the office of the principal of the school in which the child is enrolled.

3. In providing for the education of exceptional children the superintendent, principals, and teachers shall utilize the regular school facilities and adapt them to the needs of exceptional children wherever this is possible. No child shall be segregated and taught apart from normal children until a careful study of the child's case has been made and evidence obtained which indicates that segregation would be for the child's benefit or is necessary because of difficulties involved in teaching the child in a regular class.

4. The principal of the school in which the child is taught shall keep a written record of the case history of each exceptional child showing reason for the child's withdrawal from a special class for exceptional children and this record shall be available for inspection by school officials at any time.

(b) For each group of ten or more exceptional children to be taught by a properly qualified full-time teacher as a special class, or taught individually as homebound or hospitalized children unable to attend school for the major portion of a year, one instruction unit shall be allowed. The minimum number of pupils required for such unit may be reduced to not less than five, as authorized by regulations of the state board, for special situations where the instruction of a larger number would not be feasible or practicable. Up to one fifth of a unit may be authorized for each exceptional child who resides in communities where fewer than five exceptional children are in need of special instruction as determined by the school board in accordance with the provisions of law.

(c) For each properly qualified member of the instructional staff devoting full time to the instruction or improvement of exceptional children from regular classes as prescribed by regulations of the state board, one instruction unit shall be allowed.

(d) For each group of ten or more exceptional children between three and five years of age for whom professional determination has been made that such programs are required to prepare the child for entrance into special classes or schools, as prescribed by regulations of the state board, and for the institution of which a full-time qualified teacher is to be employed, one instruction unit shall be allowed.

(e) When a pupil is unable to attend school because he is homebound or hospitalized, instructional services may be provided by a duly qualified teacher or teachers, and one instruction unit shall be allowed for each nine hundred instruction hours and a proportionate part of one unit shall be allowed for less than nine hundred instruction hours.

236.05 Procedure for determing annual apportionment for transportation to each county

The annual apportionment to each school board for transportation to the public schools of pupils in kindergarten through grade twelve and for physically handicapped pupils shall be determined as follows:

(1) The number of pupils in average daily attendance who during the period prescribed by law are transported at public expense to public schools in the district approved for transportation under regulations of the state board and whose homes are two or more miles from the nearest appropriate school shall be determined and certified to the department of education by the superintendent; provided that the mileage limitation shall not apply to transportation of physically handicapped pupils as authorized under regulations of the state board.

(4) The minimum foundation program allocation for transportation for any one county shall be calculated as follows:

(b) When authorized by regulations of the state board, in lieu of average daily attendance in this subsection one thousand two hundred fifty dollars ($1,250) shall be allowed for each bus used exclusively for the purpose of transporting ten or more pupils classified as exceptional children as defined in 228.041(21) to a public school, and a proportionate amount shall be allowed for a vehicle used exclusively

for the transportation of a smaller number of exceptional children in average daily attendance as prescribed by regulations of the state board.

239.371 Scholarships for teachers for special training in exceptional child education

(1) The department of education is authorized to make training grants to teachers who seek special training in exceptional children education to qualify said teachers to meet professional requirements and shall be responsible for the administration of said program.

(2) These grants are limited to teachers who are under contract to teach in the exceptional child program in this state, the sunland training centers, the child training centers, and at the Florida School for the Deaf and the Blind.

(3) Each grant shall cover the cost of tuition, housing and food, to a maximum of two hundred dollars for residence enrollment in specific courses approved by the department of education for certification in exceptional child education. Said courses to be offered on the campuses of the institutions of higher learning in this state and through the Florida institute for continuing university studies.

(4) Where courses are not available in this state in the areas requiring certification in exceptional child education, the recipient may receive said grant for attending an out-of-state institution of higher learning approved by the department of education to meet the professional requirements of the state.

APPENDIX B

Regulations of the Florida State Board of Education

Pertaining to Exceptional Child Education Programs

Effective July 21, 1972

Chapter 6A-2
School Facilities

6A-2.61 Size of spaces, minimum requirements.

(f) Exceptional child facilities: The minimum space requirements established by the division of elementary and secondary education for the identified programs shall be used.

Chapter 6A-3
Transportation

6A-3.10 Transportation, types of schools and eligible pupils.

(4) No student, unless physically handicapped, who resides within two (2) miles of the school by the nearest traveled route or who is transported from the attendance area of one such school to another school may be included as a transportable pupil in any allocation made under the minimum foundation program unless such pupil is granted permission under the regulations of the school board to attend another school to take special courses not available at the school center serving the attendance area or district in which the student resides.

(6) A reasonable walking distance for any student who is not physically handicapped is any distance not more than two (2) miles, between the home and school or between the home and the nearest bus stop.

(7) Before any school board shall operate vehicles at public expense exclusively for the transportation of physically handicapped exceptional pupils, the school board shall have an educational program for such pupils which has been approved by the commissioner of education.

(a) Pupils eligible for transportation by special buses as provided for in 6A-3.11(7) shall:

1. Be defined as any educable or trainable child or youth whose physical members or muscular coordination is so impaired that he cannot economically and efficiently be transported on a bus transporting normal pupils, or whose visual acuity or hearing is so impaired as to require special care and supervision and justify assignment to a special bus used exclusively for such pupils.

2. Be determined as eligible for special transportation service at the time when a special committee evaluates all exceptional children in accordance with the provisions of state board of education regulations for "Identification of Exceptional Children."

6A-3.11 Procedures for determining transportation allocation.

(7) Computation of transportation units for physically handicapped exceptional pupils when qualified under 6A-3.10(7). For each vehicle used exclusively for the transportation of ten (10) or more physically handicapped exceptional pupils in average daily attendance there shall be added a transportation unit of one thousand two hundred fifty dollars ($1,250), provided that a proportionate fraction of a unit shall be added for each vehicle used exclusively for the transportation of less than ten (10) but not less than four (4) exceptional children in average daily attendance.

6A-3.121 Responsibility of school board and parents for physically handicapped pupils who are transported at public expense.

(1) The school board shall determine what safety measures shall be used in the transportation of physically handicapped pupils, as defined in Section 236.04(4)(a), Florida Statutes. Such safety measures shall include the designation of roads, bus turning areas, and pupil stop locations which shall not be left to the discretion of the bus driver or the parents of the child.

(2) Physically handicapped pupils who are assigned to a bus must be capable of understanding and abiding by the driver's instructions.

(3) School bus transportation shall not be provided for physically handicapped pupils when parents of such pupils fail to assume their responsibilities of meeting the bus at the pupil stop, as prescribed by subsection (6) of this section.

(4) Responsibility of the school bus driver for physically handicapped pupils who are transported at public expense:

(a) The driver of a bus transporting physically handicapped pupils shall remain with the bus so that pupils aboard will be under supervision at all times, except to call for assistance in case of an emergency or accident involving the pupils or bus.

(b) In cases where a physically handicapped pupil must be lifted on and off the bus, or is unable to leave the area of a pupil stop without assistance, the school bus driver shall not assume responsibility for such assistance except in an emergency which threatens the safety of such pupil or pupils.

(c) The driver should become acquainted with the possible needs of physically handicapped pupils while being transported; however, the driver shall not give medicine and shall limit his assistance to that which may normally be expected of a reasonable, prudent person.

(5) Responsibilities of parents of physically handicapped pupils transported at public expense:

(a) Parents shall provide the necessary assistance and protection for their children while en route to and from the school bus stop, comply with the school bus schedule, and provide the necessary supervision of such child at the bus stop.

(b) In cases where the physical impairment of a child renders him unable to get on and off the bus without assistance, parents shall provide the necessary assistance for helping their child get on and off at the bus stop.

(c) Parents shall provide instructions in writing to the bus driver as to any special symptoms, or non-medical care which the child may need while on the bus.

Chapter 6A-4
Certification

6A-4.06 General and professional preparation.

Credit in general and professional preparation as listed below shall be required for the graduate, post graduate, special post graduate, or advanced post graduate certificate unless exemption for a specific certification subject or field is provided for in state board of education regulations.

(1) General preparation. A minimum of forty-five (45) semester hours shall be required in general preparation with not less than six (6) semester hours earned and not more than twelve (12) semester hours counted in each of the five areas listed below. A graduate with a Bachelor's degree from a standard institution shall be considered to have met the general preparation requirements.

(a) Arts of communication.

1. A minimum of six (6) semester hours shall be required in English composition, rhetoric, or grammar.

2. Up to six (6) semester hours in speech, journalism, or elementary foreign languages may be used to meet the total of twelve (12) semester hours permitted in this area.

(b) Human adjustment. A minimum of six (6) semester hours shall be required in areas such as: health, physical education, psychology, religion, philosophy, logic, ethics, nutrition, problems of living in home and family, or community living.

(c)

(c) Biological science, physical sciences and mathematics. A minimum of six (6) semester hours shall be required. Credit may be earned in comprehensive courses or separate subjects. The entire six (6) semester hours shall not be in mathematics.

(d) Social science. A minimum of six (6) semester hours shall be required. Credit may be earned in comprehensive courses or in separate subjects; provided credit is earned in at least two (2) of the following: geography, history, political science, sociology, anthropology, or economics.

(e) Humanitites and applied arts. A minimum of six (6) semester hours shall be required. Credit may be earned in comprehensive courses or in separate subjects; provided credit is earned in at least two of the following: literature (English, American, world), literature written in a foreign language, music, technological skills, construction design and fine arts, or art as applied to personal and family living.

6A-4.17 Specialization requirements for certification in exceptional child education.

(1) MENTAL RETARDATION

(a) Rank III certificate.

1. A Bachelor's degree with a major in exceptional child education with specialization in mental retardation or

2. A Bachelor's degree with thirty-two (32) semester hours including the areas specified below:

a. Nine (9) semester hours including credit in each of the following:

(1) survey course in the education of exceptional children

(2) introduction to language development and speech disabilities

(3) principles of human development or child and adolescent psychology

b. Nine (9) semester hours including credit in each of the following:

(1) teaching of sequential developmental skills and concepts of reading at the elementary level

(2) teaching of sequential developmental skills and concepts of arithmetic at the elementary level

(3) materials for use with children such as children's literature, audio-visual materials and library materials

c. Two (2) semester hours in education assessment, including evaluative and instructional techniques for exceptional children to provide an objective data base for individualized instruction

d. Three (3) semester hours from one (1) of the following:

(1) nature study or life science for the elementary school

(2) social studies to include conservation

(3) health education and/or physical education for exceptional children

(4) art for the elementary school

(5) music for the elementary school

(6) occupational and educational information

e. Nine (9) semester hours in separate or integrated specialized courses to include:

(1) a course in the biological, psychological and sociological foundations of mental retardation

(2) courses from:

(a) education of children and youth who are trainable mentally retarded including curriculum development, methods and materials

(b) education of children and youth who are educable mentally retarded including curriculum development, methods and materials

(c) education of youth who are mentally retarded including skills in basic home economics or industrial arts

(b) Rank II certificate.

1. A master's degree with a graduate major in exceptional child education with specialization in mental retardation or

2. A Master's degree with thirty-eight (38) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering mental retardation.

(c) Rank IA certificate.

1. Qualifications for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, with forty-four (44) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering mental retardation. Six (6) of the forty-four (44) semester hours must be graduate credit.

(d) Rank I certificate.

1. A Doctor's degree with a doctoral major in exceptional child education with specialization in mental retardation or

2. A Doctor's degree with forty-four (44) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering mental retardation. Six (6) of the forty-four (44) semester hours must be graduate credit or

3. Hold a Rank I certificate in an area of exceptional child education with nine (9) semester hours of graduate credit specified under area 2.e for Rank III certification.

(2) MOTOR DISABILITIES

(a) Rank III certificate.

1. A Bachelor's degree with a major in exceptional child education specialization in motor disabilities, or

2. A Bachelor's degree with rank III certification in another subject or field and fifteen (15) semester hours in exceptional child education including credit in each of the areas specified below.

a. A survey course in the education of exceptional children.

b. Biological, psychological and social foundations of mental deficiency.

c. Biological and medical aspects of motor and physical health disabilities, including pathologies in central nervous system covering motor, sensory, language and psychological disorders.

d. Educational management of children with cerebral palsy and other motor disabilities including rehabilitation and other community services.

(b) Rank II certificate.

1. A Master's degree with a graduate major in exceptional child education with specialization in motor disabilities, or

2. A Master's degree, with rank II certification in another subject or field and eighteen (18) semester hours in exceptional child education including the areas specified above for the rank III certificate covering motor disabilities.

(c) Rank IA certificate. Qualification for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, with Rank IA, certification in another subject or field and twenty-one (21) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering motor disabilities. At least three (3) of the twenty-one (21) semester hours must be earned at the graduate level.

(d) Rank I certificate.

1. A Doctor's degree with a doctoral major in exceptional child education, or

2. A Doctor's degree with rank I certification in another subject or field and twenty-one (21) semester hours in exceptional child education including the areas specified above for the rank III certificate covering motor disabilities. At least three (3) of the twenty-one (21) semester hours must be earned at the graduate level.

(3) HEARING DISABILITIES.

(a) Rank III Certificate.

1. A Bachelor's degree with a major in exceptional child education with specialization in hearing disabilities, or

2. A Bachelor's degree with rank III certification in another subject or field and twenty-four (24) semester hours in exceptional child education including credit in each of the areas specified below:

a. A survey course in the education of exceptional children.

b. Anatomy, physiology and function of auditory and speech mechanisms.

c. Nature and needs of children who are deaf or have severe hearing disabilities.

d. Audiology and auditory training.

e. Speech development and speech reading for children with severe hearing disabilities.

f. Teaching language to children with severe hearing disabilities.

g. Teaching reading to children with severe hearing disabilities.

(b) Rank II certificate.

1. A Master's degree with a graduate major in exceptional child education with specialization in hearing disabilities, or

2. A Master's degree with rank II certification in another subject or field and thirty (30) semester hours in exceptional child education including the areas specified above for the rank III certificate covering hearing disabilities.

(c) Rank IA certificate. Qualification for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, with Rank IA certification in another subject or field and thirty-six (36) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering hearing disabilities. At least six (6) of the thirty-six (36) semester hours must be earned at the graduate level.

(d) Rank I certificate.

1. A Doctor's degree with a doctoral major in exceptional child education, or

2. A Doctor's degree with Rank I certification in another subject or field and thirty-six (36) semester hours in exceptional child education including the areas specified above for the rank III certificate covering hearing disabilities. At least six (6) of the thirty-six (36) semester hours must be earned at the graduate level.

(4) VISUAL DISABILITIES.

(a) Rank III certificate.

1. A Bachelor's degree with a major in exceptional child education with specialization in visual disabilities, or

2. A Bachelor's degree with rank III certification in another subject or field and eighteen (18) semester hours in exceptional child education including credit in each area specified below:

a. A survey course in the education of exceptional children.

b. Anatomy, physiology and hygiene of visual mechanism, including educational implications.

c. The nature and needs of children with visual disabilities.

d. Educational management of children with visual disabilities (partial vision and blindness) including school settings, methods and materials.

e. Braille.

(b) Rank II certificate.

1. A Master's degree with a graduate major in exceptional child education with specialization in visual disabilities, or

2. A Master's degree with rank II certification in another subject or field and twenty-one (21) semester hours in exceptional child education including the areas specified above for the rank III certificate covering visual disabilities.

(c) Rank IA certificate. Qualifications for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, with rank IA certification in another subject or field and twenty-four (24) semester hours in exceptional child education including the areas specified above for the rank III certificate covering visual disabilities. At least three (3) of the twenty-four (24) semester hours must be earned at the graduate level.

(d) Rank I certificate.

1. A Doctor's degree with a doctoral major in exceptional child education, or

2. A Doctor's degree with rank I certification in another subject or field and twenty-four (24) semester hours in exceptional child education including the areas specified above for the rank III certificate covering visual disabilities. At least three (3) of the twenty-four (24) semester hours must be earned at the graduate level.

(5) SPEECH CORRECTION.

(a) Rank III certificate. Clinical practice as specified in section 6A-4.06(2)(a)4.b., state board of education regulations, may be accepted to meet the practical experience in teaching requirement for speech correction.

1. A Bachelor's degree with a major in exceptional child education with specialization in speech correction, or

2. A Bachelor's degree with rank III certification in another subject or field and twenty-seven (27) semester hours as specified below:

a. Six (6) semester hours in biological, psychological and social foundations of speech or hearing disabilities, including anatomy, physiology and function of auditory and speech mechanisms, phonetics and language development.

b. Six (6) semester hours in pathologies in oral communication and procedures in the management of children and youth with speech or hearing disabilities, including diagnosis, evaluation, therapeutic methods and materials.

c. Six (6) semester hours in audiometry and hearing rehabilitation.

d. A survey course in the education of exceptional children.

e. Six (6) semester hours (200 clock hours) of clinical practice in speech correction which must include experience in an elementary or secondary school setting.

(b) Rank II certificate

1. A Master's degree with a graduate major in exceptional child education with specialization in speech correction, or

2. A Master's degree with rank II certification in another subject or field and thirty-three (33) semester hours in exceptional child education including the areas specified above for the rank III certificate covering speech correction.

(c) Rank IA certificate. Qualification for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, with Rank IA certification in another subject or field and thirty-nine (39) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering speech correction. At least six (6) of the thirty-nine (39) semester hours must be earned at the graduate level.

(d) Rank I certificate.

1. A Doctor's degree with a doctoral major in exceptional child education, or

2. A Doctor's degree with rank I certification in another subject or field and thirty-nine (39) semester hours in exceptional child education including the areas specified above for the rank III certificate covering speech correction. At least six (6) of the thirty-nine (39) semester hours must be earned at the graduate level.

(6) VARYING EXCEPTIONALITIES.

(a) Rank III certificate.

1. A Bachelor's degree with a major in exceptional child education, or

2. A Bachelor's degree with rank III certification in another subject or field and eighteen (18) semester hours with credit in at least six (6) of the areas specified below:

a. A survey course in the education of exceptional children.

b. Biological, psychological and social foundations of motor disabilities, or mental deficiencies including cerebral palsy in either case.

c. Foundations and pathologies of personality and adjustment.

d. Language development and speech disabilities.

e. Educational management of children with intellectual disabilities, including curriculum, methods and materials.

f. Educational management of children with visual disabilities - partial vision and blindness - including methods and materials.

g. Education of children with intellectual superiorities.

h. Education of children with severe hearing disabilities.

(b) Rank II certificate.

1. A Master's degree with a graduate major in exceptional child education, or

2. A Master's degree with rank II certification in another subject or area and twenty-one (21) semester hours in exceptional child education including the areas specified above for the rank II certificate covering varying exceptionalities.

(c) Rank IA certificate. Qualification for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, with Rank IA certification in another subject or field and twenty-four (24) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering varying exceptionalities. At least three (3) of the twenty-four (24) semester hours must be earned at the graduate level.

(d) Rank I certificate.

1. A Doctor's degree with a doctoral major in exceptional child education, or

2. A Doctor's degree with rank I certification in another subject or field and twenty-four (24) semester hours in exceptional child education including the areas specified above for the rank III certificate covering varying exceptionalities. At least three (3) of the twenty-four (24) semester hours must be earned at the graduate level.

(7) OCCUPATIONAL THERAPY. In lieu of course credit and practical experience in teaching in professional preparation as described in section 6A-4.06, state board of education regulations, an applicant for certification in occupational therapy may present three (3) semester hours of credit in each of the following areas:

(a) A survey course in the education of exceptional children.

(b) Child development or adolescent psychology.

1. Rank III certificate.

a. Hold a Bachelor's degree.

b. Hold a certificate from a school of occupational therapy approved by the Council on Medical Education and Hospitals of the American Medical Association.

c. Be a member of the registry of the American Occupational Therapy Association.

2. Rank II certificate. A Master's degree and requirements as specified above for the rank III certificate covering occupational therapy.

3. Rank IA certificate. Qualification for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, and requirements as specified above for the rank III certificate covering occupational therapy.

4. Rank I certificate. A Doctor's degree and requirements as specified above for the rank III certificate covering occupational therapy.

(8) PHYSICAL THERAPY. In lieu of course credit and practical experience in teaching in professional preparation as described in section 6A-4.06, state board of education regulations, an applicant for certification in physical therapy may present three (3) semester hours credit in each of the following areas:

(a) A survey course in education of exceptional children.

(b) Child development or adolescent psychology.

1. Rank III certificate.

a. Hold a Bachelor's degree

b. Hold a certificate from a school approved by the Council on Medical Education and Hospitals of the American Medical Association.

c. Be a member of the American Physical Therapy Association.

d. Hold a Florida state license to practice physical therapy.

2. Rank II certificate. A Master's degree and requirements as specified above for the rank III certificate covering physical therapy.

3. Rank IA certificate. Qualification for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, and requirements as specified above for the Rank III certificate covering physical therapy.

4. Rank I certificate. A Doctor's degree and requirements as specified above for the rank III certificate covering physical therapy.

(9) EMOTIONAL DISTURBANCE.

(a) Rank III certificate.

1. A Bachelor's degree with a major in exceptional child education with specialization in emotional disturbance or

2. A Bachelor's degree with thirty-two (32) semester hours including the areas specified below:

a. Nine (9) semester hours including credit in each of the following:

(1) survey course in the education of exceptional children

(2) introduction to language development and speech disabilities

(3) principles of human development or child and adolescent psychology

b. Nine (9) semester hours including credit in each of the following:

(1) teaching of sequential developmental skills and concepts of reading at the elementary level

(2) teaching of sequential developmental skills and concepts of arithmetic at the elementary level

(3) materials for use with children such as children's literature, audio-visual materials and library materials.

c. Two (2) semester hours in educational assessment, including evaluative and instructional techniques for exceptional children to provide an objective data base for individualized instruction

d. Three (3) semester hours from one (1) of the following:
(1) nature study or life science for the elementary school
(2) social studies to include conservation
(3) health education and/or physical education for exceptional children
(4) art for the elementary school
(5) music for the elementary school
(6) occupational and educational information
e. Nine (9) semester hours which must include:
(1) classroom management, methods and techniques for the emotionally disturbed
(2) precision teaching including behavior modification for the emotionally disturbed
(3) educational programming for the emotionally disturbed
(b) Rank II certificate.
1. A Master's degree with a graduate major in exceptional child education with specialization in emotional disturbance or
2. A Master's degree with thirty-eight (38) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering emotional disturbance
(c) Rank IA certificate.
1. Qualifications for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, with forty-four (44) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering emotional disturbance. Six (6) of the forty-four (44) semester hours must be graduate credit.
(d) Rank I certificate.
1. A Doctor's degree with a doctoral major in exceptional child education with specialization in emotional disturbance or
2. A Doctor's degree with forty-four (44) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering emotional disturbance. Six (6) of the forty-four (44) semester hours must be graduate credit or
3. Hold a Rank I certificate in an area of exceptional child education with nine (9) semester hours of graduate credit specified under area 2.e. for Rank III certification.
(10) SPECIFIC LEARNING DISABILITIES.
(a) Rank III certificate.
1. A Bachelor's degree with a major in exceptional child education with specialization in learning disabilities or
2. A Bachelor's degree with thirty-two (32) semester hours including the areas specified below:
a. Nine (9) semester hours including credit in each of the following:
(1) survey course in the education of exceptional children
(2) introduction to language development and speech disabilities
(3) principles of human development or child adolescent psychology
b. Nine (9) semester hours including credit in each of the following:
(1) teaching of sequential developmental skills and concepts of reading at the elementary level
(2) teaching of sequential developmental skills and concepts of arithmetic at the elementary level
(3) materials for use with children such as children's literature, audio-visual materials and library materials
c. Two (2) semester hours in educational assessment, including evaluative and instructional techniques for exceptional children to provide an objective data base for individualized instruction

d. Three (3) semester hours from one (1) of the following:
(1) nature study or life science for the elementary school
(2) social studies to include conservation
(3) health education and/or physical education for the exceptional child
(4) art for the elementary school
(5) music for the elementary school
(6) occupational and educational information

e. Nine (9) semester hours in separate or integrated specialized courses to include:
(1) theories in learning disabilities
(2) skills in instructional diagnosis of the learning disabled child
(3) skills in individualizing instruction for the learning disabled child
(4) skills in classroom and/or behavioral management

(b) Rank II certificate.

1. A Master's degree with a graduate major in exceptional child education with specialization in learning disabilities or

2. A Master's degree with thirty-eight (38) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering learning disabilities.

(c) Rank IA certificate.

1. Qualifications for the Rank IA certificate as specified in Section 6A-4.04(1)(b), state board of education regulations, with forty-four (44) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering learning disabilities. Six (6) of the forty-four (44) semester hours must be graduate credit.

(d) Rank I certificate.

1. A Doctor's degree with a doctoral major in exceptional child education with specialization in learning disabilities or

2. A Doctor's degree with forty-four (44) semester hours in exceptional child education including the areas specified above for the Rank III certificate covering learning disabilities. Six (6) of the forty-four (44) semester hours must be graduate credit or

3. Hold a Rank I certificate in an area of exceptional child education with nine (9) semester hours of graduate credit specified under area 2.e. for Rank III certification.

Chapter 6A-6
Special Programs I

6A-6.04 Types of personnel employed by use of STS units.

(10) Administrators at the county level of special educational programs for which minimum foundation program units are approved, or combinations of such programs, also including the school food service program, which cannot be satisfactorily administered through principals of established schools, or by some other means; STS units should not be so used until the needs of local school centers have been met and unless fully justified by the size of the program.

6A-6.30 Purpose and basic principles of programs for exceptional children.

(1) Education for all children and youth to the maximum possible extent requires special types of instruction, materials, facilities and related services for those who differ to a marked degree from what may be considered normal. The purpose of the exceptional child program and the units for

exceptional children allocated under the minimum foundation program is to provide the special instruction materials, facilities and services related to instruction needed for such children to be educated to the maximum possible extent. Such instruction and services should be an integral part of the regular school program, using wherever possible the regular school facilities and services adapted to the needs of exceptional children. Even though severity of handicap may require separate facilities, the program for exceptional children should always be considered a part of the total school program.

(2) Programs for exceptional children should be primarily instructional in nature, or closely related to instruction, as distinguished from services which are primarily medical, or custodial, or social welfare services. Units for exceptional children shall not be used to provide general psychological and social work services which normally are provided by and available from agencies or other educational personnel.

General Authority 229.053(1) FS. Law Implemented 236.04(4) FS. History Amended 4-11-70.

✶ 6A-6.31 Definitions of terms in exceptional child program.

The following definitions shall be followed in administering the exceptional child program:

(1) Exceptional child shall mean any child or youth enrolled in or eligible for enrollment in the public schools of a district who, because of a physical, mental, emotional or specific learning disability is certified by appropriated diagnostic and evaluation specialists and recommended to the special education administrator to be unable to be adequately educated in regular classes without the provision of special instruction, facilities, materials or related services or a combination thereof. The term exceptional children may also include children with superior intellectual ability.

(2) Diagnostic and evaluation personnel shall mean persons such as physicians, psychologists, audiologists and educational and psychological evaluators with each such person licensed in his professional field as evidenced by a valid license to practice his profession in Florida. In addition, a specialist in a field not covered by a license shall hold a valid Florida teacher's certificate with appropriate training and shall be approved by the director of the division of elementary and secondary education to perform this function.

(3) Exceptional child programs administrator shall be the person assigned by the school board, as indicated in the district plan for exceptional child education, as the person responsible for directing, supervising and coordinating the program for exceptional children. This person shall be qualified by training and experience to be knowledgeable about providing instructional programs for exceptional children.

(4) Educable mentally retarded (intellectually disabled) -- One who because of retarded intellectual development as determined by an individual psychological evaluation, an adaptive behavior assessment, and other educational and sociological information, to be incapable of being educated profitably and efficiently through ordinary classroom instruction but who may benefit from a special education program designed to make him economically useful and socially adjusted. The mental development of an educable mentally retarded child is approximately ½ to 3/4 that of a child with average intelligence.

(5) Trainable mentally retarded (severely intellectually disabled) -- One who because of retarded intellectual development as determined by individual psychological evaluation, an adaptive behavior assessment, and other educational and sociological information, to be incapable of being educated profitably and efficiently through ordinary classroom instruction or special

education instruction for the educable mentally retarded but who may benefit from training in a group setting designed to further his social adjustment and economic usefulness in his home or in a sheltered environment. The mental development of the trainable mentally retarded child is approximately ¼ to ½ that of a child with average intelligence.

(6) Specific learning disabilities -- a disorder in one or more of the basic psychological processes involved in understanding or in using spoken and written language. These may be manifested in disorders of listening, thinking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicap, brain injury, minimal brain dysfunction, dyslexia developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing or motor handicaps, to mental retardation, emotional disturbance or to an environmental disadvantage.

(7) Emotionally disturbed child -- one who exhibits a behavior disorder, such as withdrawal, distractability, hyperactivity, or hypersensitivity as determined by a psychological or psychiatric evaluation, to such an extent that he needs a special instructional program for all or part of the school day.

(8) Socially maladjusted youth -- one who persistently refuses to meet minimum standards of conduct required in the regular schools and classrooms, who defies teachers and disrupts the school program and whose behavior is so antagonistic to other pupils and to the purpose of the school that he must be excluded from regular class attendance. Programs shall be limited to the secondary level.

(9) Physically handicapped child -- one who has severe problems in speech and oral communications, vision, hearing, motor coordination or other health impairment. Pregnant students may be provided a special education program for a maximum of one (1) school year.

(10) Gifted child -- one who requires a special instructional program because of extraordinary learning ability or outstanding talent in the creative arts.

(11) Varying exceptionalities program -- shall mean an instructional program for children with various types of exceptionalities. This is not necessarily synonymous with a class for multiple handicapped children.

(12) Properly certificated teacher shall mean a teacher who holds a valid Florida teaching certificate as a teacher of exceptional children, covering the particular exceptional quality of the children to be served.
General Authority 229.053(1) FS. Law Implemented 236.04(4) FS. History -- Amended 4-11-70, 7-19-72.

6A-6.32 Identification and placement of exceptional children.

Procedures for evaluating and assigning exceptional children shall be set forth in the plan for the exceptional child program submitted by the district.

(1) It shall be the responsibility of the school board to provide for the medical, psychological, social, and educational evaluation and classification by competent specialists of exceptional children as provided by law. Such specialists shall make recommendations relative to children who are to participate in the program.

(2) It shall be the responsibility of the district exceptional child programs administrator to review the recommendation of the evaluation specialists and to determine the appropriate educational program for children who are eligible as defined in these regulations and in the criteria outlined in the district plan. The administrator may be assisted in this review by a placement or staffing committee.

(3) A record of the reasons for placement of the child in the exceptional

child program as well as reasons for withdrawals shall be kept on file in the principal's office where the child is enrolled and shall be available for review as required in Section 236.04(4)(a)2. and 4., Florida Statutes. General Authority 229.053(1) FS. Law Implemented 236.04(4) FS. History -- Amended 4-11-70, 7-19-72.

6A-6.33 Requirements for approval of exceptional child education units.

(1) The school board shall meet the following requirements and submit evidence that they have been met before approval of any request for a proposed new unit or for the continuation of a unit already in operation will be considered by the department of education.

(a) The school board shall submit results of a survey of the needs of exceptional children and youth in the district and shall indicate the number of children and youth who will be served by the unit requested.

(b) The school board shall indicate the nature of the exceptionalities of the children and youth proposed for instruction in the units requested.

(c) The school board shall indicate the type of operation proposed for the unit requested.

(d) The school board shall indicate the facilities to be used by the unit requested.

(e) The school board shall indicate the type and level of certification of the personnel proposed for the unit requested.

(f) The school board shall indicate the type and relative amounts of supervision to be afforded the exceptional child personnel for whom the unit is requested.

(g) The school board shall propose a plan for subsequent re-survey and re-evaluation of the unit during the course of the school year.

(2) Reports of operation, pupil attendance, and number of pupils receiving instruction in a district on the basis of exceptional child units shall be accurately prepared and promptly submitted to the department of education by the superintendent in such form and on such dates as may be prescribed by the commissioner of education.
General Authority 229.053(1) FS. Law Implemented 236.04(4) FS.

6A-6.34 Organization and operation of exceptional child programs.

The programs of instruction and related services for exceptional children in a district school system may be organized and operated in one or more, or a combination, of the following patterns:

(1) Full-time special class. A class of exceptional children enrolled for specialized instruction with a specially qualified teacher or specially qualified teachers for a major portion of the school day.

(2) Part-time class. Instruction provided by a qualified teacher for exceptional children who are enrolled in a regular class of the public schools and spend half a day or less with the special education teacher. A minimum of ten (10) pupils at any grade level and a maximum of twenty-four (24) pupils at the pre-school kindergarten and elementary grade levels and a maximum of thirty-six pupils at all grade levels above grade six (6) shall be served by one teacher in this manner unless exceptions are permitted as described in section 6A-6.35 of state board of education regulations.

(3) Itinerant instruction. Instruction provided by a special teacher in two or more schools per week to children who are enrolled in regular or special classes and spend less than half a day with the itinerant instructor.

(4) Consultative and supervisory services. Consultative or supervisory services may be provided by a qualified person to teachers, speech therapists or other professional personnel working with exceptional children.

(5) Special services. Special education services as defined in section 228.041(22),FS., may be provided for exceptional children who are enrolled in special or regular classes in public schools.

General Authority 229.053(1) FS. Law Implemented 236.04(4) FS. History--Amended 2-20-64, 4-11-70.

6A-6.35 Types of programs which may be approved for exceptional child units.

One instruction unit may be approved for the employment of a properly qualified full-time teacher to teach a group of exceptional children, or render related services to exceptional children, as provided herein in the categories below, provided that a unit will be allowed for a minimum load below or a maximum load above those indicated only after a plan giving justifiable reasons for the deviation is duly submitted to and approved by the director of the division of elementary and secondary education. A teacher employed on a full-time exceptional child unit shall render the same number of hours of service daily as prescribed by the school board for all other full-time teachers.

(1) Educable Mentally Retarded (intellectually disabled) 1 -- School oriented educational program for children with retarded intellectual development.

	Minimum Daily Load	Maximum Daily Load
Primary age pupils	6	12
Intermediate age pupils	8	15
Junior High age pupils	10	18
Senior High age pupils	12	18

(2) Trainable Mentally Retarded (severely intellectually disabled) 2 -- Special training and education program for children with severely retarded intellectual development.

	Minimum Daily Load	Maximum Daily Load
Primary age pupils	5	10
Intermediate age pupils	6	10
Junior High age pupils	8	12
Senior High age pupils	10	15

(3) Gifed (intellectually superior) -- Part-time or itinerant instruction or consultative services to intellectually superior children.

(4) Motor 1 -- Classroom instruction for children or youth with motor disabilities, or severe physical health problems.

	Minimum Daily Load	Maximum Daily Load
Primary age pupils	6	10
Intermediate age pupils	6	12
Junior High age pupils	8	15
Senior High Age pupils	10	15

(5) Motor 2 -- Instruction for children confined to the hospital or home.

Minimum Weekly Load	Maximum Weekly Load
5 pupils	10 pupils

(6) Motor 3 -- One instructional unit may be allowed for physical or occupational therapy services to children with motor disabilities and special health problems provided the children are enrolled in the public school program and the service is rendered by a properly certified teacher under the supervision of competent specialists as defined under section 6A-6.31(3), state board of education regulations.

Minimum Weekly Load	Maximum Weekly Load
20 pupils	35 pupils

(7) Speech 1 -- Itinerant instruction for pupils with speech defects who are enrolled in other classes.

Minimum Weekly Load	Maximum Weekly Load
50 pupils	100 pupils

(8) Speech 2 -- Itinerant instruction, including auditory training, language development, speech training and lip reading for children enrolled in regular or special classes who are deaf or hard of hearing.

Minimum Weekly Load	Maximum Weekly Load
10 pupils	20 pupils

(9) Hearing 1 -- Classroom instruction for children who are deaf or hard of hearing.

	Minimum Daily Load	Maximum Daily Load
Primary age pupils	5	8
Intermediate age pupils	5	10
Junior High age pupils	8	12
Senior High age pupils	8	12

(10) Vision 1 -- Itinerant instruction or consultative services for pupils who are legally blind or partially sighted.

	Minimum Daily Load	Maximum Daily Load
Primary age pupils	6	8
Intermediate age pupils	7	10
Junior High age pupils	8	12
Senior High age pupils	10	15

(11) Vision 2 -- Classroom instruction for pupils who are legally blind or partially sighted.

(12) Social or Emotional -- Classroom instruction for children with severe social or emotional problems.

Minimum Daily Load	Maximum Daily Load
5 pupils	15 pupils

(13) Specific Learning Disabilities I -- Classroom instruction for children with specific learning disabilities.

	Minimum Daily Load	Maximum Daily Load
Full-time Class	5	10
	Minimum Weekly Load	**Maximum Weekly Load**
Part-time Class	12	20

(14) Specific Learning Disabilities II -- Itinerant instruction or consultative services for children with specific learning disabilities.

Minimum Weekly Load	Maximum Weekly Load
10	20

(15) Varying Exceptionalities I -- Classroom instruction for children with varying exceptionalities as defined in these regulations.

	Minimum Daily Load	Maximum Daily Load
Primary and Intermediate age pupils	10	15
Junior and Senior High age pupils	10	17

(16) Special Services I -- Educational, psychological and sociological evaluation of exceptional children.

Minimum Weekly Load	Maximum Weekly Load
10 pupils	18 pupils

(17) Special Services II -- Orientation, evaluation and placement of exceptional youth for work-experience activities.

(18) Preschool -- For the employment of a teacher for each group of ten or more exceptional children between the ages of three and five who have been identified as needing special instruction or services because of deafness or other handicaps as defined in these regulations one instruction unit may be allowed, provided that a unit may be allowed for less than ten, but no less than five, pupils when specially approved by the director of the division of elementary and secondary education.

(19) One-fifth of an exceptional child unit may be authorized as provided by law for each exceptional child in categories defined in these regulations taught in communities where fewer than five exceptional children are in need of special instruction as determined by the school board in accordance with the provisions of law.

General Authority 229.053(1) FS. Law Implemented 228.041(21),(22), 236.04(4) FS. History -- Amended 2-20-64, 4-11-70.

6A-6.36 Proper certification of teachers required.

No exceptional child instruction unit shall be approved and allowed unless the teacher working under such unit has been, as required by law, duly certified as a teacher of exceptional children, provided that the director of the division of elementary and secondary education shall have authority on application of a superintendent to grant permission to teach on an exceptional child unit to a holder of a valid Florida certificate when one of the following conditions exists:

(1) The teacher is certified by the superintendent as being the only teacher available to replace an exceptional child teacher who resigns after the beginning of the school year. Such permission shall be valid only until the end of the school year.

(2) The teacher has been continuously employed on an exceptional child unit and has earned six semester hours of credit toward proper certification each year.

General Authority 231.181 FS. Law Implemented 231.181,236.04(4) FS. History Amended 2-20-64.

6A-6.37 Exceptional child regional institutes.

The director of the division of elementary and secondary education shall have authority to establish and fund exceptional child regional institutes on the basis of such criteria as he shall prescribe. Such institutes shall be established only when sponsored by a school board which shall submit an application therefor. When the application is approved by the director of the division of elementary and secondary education, the school board shall proceed to establish the institute in accordance with its application, and the criteria and guidelines. Failure of a sponsoring school board to conduct the exceptional child regional institute as set forth in its application and in compliance with the prescribed guidelines and criteria shall be cause for the commissioner of education to withhold any funds allocated for this purpose.

General Authority 282.93(11) FS. Law Implemented 282.93(11) FS. History -- New 8-9-68.

6A-6.38 Approval of projects and allocation of funds for capital outlay expenditures for specialized equipment.

The director of the division of elementary and secondary education shall have authority to distribute funds to the several counties of the state under the provisions of Section 282.93(11)(b)3., Florida Statutes. No such funds shall be allocated to a district until a project application has been approved by the director of the division of elementary and secondary education. Applications shall be submitted on forms and in accordance with guidelines prescribed by the commissioner of education for such projects. The director of the division of elementary and secondary education shall allocate such funds to the respective districts on the basis of exceptional child units as included in the estimated Minimum Foundation Program or as determined pursuant to section 236.07(9)(d), Florida Statutes.

General Authority 282.93(11)(b)3. FS. Law Implemented 282.93(11)(b)3. FS. History -- New 10-7-68.

6A-6.381 Utilization of funds.

(1) Funds available under Section 282.93(11)(a)3., Florida Statutes, shall be used exclusively to establish new programs or activities for exceptional children.

(2) All funds received under this act may be combined to purchase large items of equipment or to develop program areas where the need is greatest.

(3) Expenditures for basic classroom equipment, such as students and teachers desks and chairs, shall be limited to the number of new classes established over the previous year as indicated by the allocation of exceptional child units to the district.

(4) Expenditures for minor remodeling may be approved to allow for the installation of equipment required for a new activity. Funds will not be allowied to refurbish existing classrooms or other facilities.

General Authority 282.93(11)(b)3. FS. Law Implemented 282.93(11)(b)3 FS. History -- New 10-7-68.

6A-6.382 Criteria for equipment items.

An equipment item is a movable or fixed unit of furniture or furnishings, an instrument, a machine, an apparatus, or a set of articles which meets all of the following conditions:

(1) It retains its original shape and appearance with use.

(2) It is non-expendable; that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it, than replace it with an entirely new unit.

(3) It does not lose its identity through incorporation into a different or more complex unit or substance.

General Authority 282.93(11)(b)3. FS. Law Implemented 282.93(11)(b)3. FS. History -- New 10-7-68/

6A-6.383 Items of equipment allowable.

Items of equipment which may be purchased include but are not limited to the following:

(1) Large print typewriters for the partially sighted

(2) Thermo form machine and Braille typewriters for the blind

(3) Audiometer and tape recorders for the speech correction program

(4) Group hearing aids for the deaf

(5) Special standing tables, carrels and other special equipment for the orthopedically handicapped

(6) Playground equipment for a special school for exceptional children

(7) Mobile speech unit

(8) Homemaking and home mechanics equipment for the mentally retarded

(9) Overhead projectors, tape recorders, record players, and film strip projectors, 16 mm projectors, blackout curtains used in the special education program

(10) Special reference books, film strips, and other teaching aids

(11) Programmed instructional devices

(12) Piano

(13) Video tape machine

(14) Hydraulic lifts and special modifications to buses to adapt them for use in transporting exceptional children who need special equipment. School bus chassis and bodies are not approvable items.

General Authority 282.93(11)(b)3. FS. Law Implemented 282.93(11)(b)3. FS. History -- New 10-7-68.

6A-6.384 Fund accountability.

Funds will be provided to the district on a reimbursement basis as determined by paid invoices submitted for items included on the approved detail budget page prescribed in the guidelines. Amendments to the approved plan and budget changes must be submitted to the director of the division of elementary and secondary education for approval.
General Authority 282.93(11)(b)3. FS Law Implemented 282.93(11)(b)3. FS. History -- New 10-7-68.

6A-6.385 Approval.

Prior to approval by the director of the division of elementary and secondary education evidence that exceptional child units are operational shall be verified from exceptional child reports (Form C) submitted by the county to the state superintendent. Any funds not expended or encumbered by January 1 may be subject to redistribution to participating counties on the basis of exceptional child units which are in operation.
General Authority 282.93(11)(b)3. FS. Law Implemented 282.93(11)(b)3. FS. History -- New 10-7-68.

6A-6.55 Definitions of terms used in vocational education program.

(10) Compensatory vocational education for disadvantaged and handicapped students. The term compensatory education as used in this section is defined as an approved vocational education class or course for disadvantaged and handicapped students as set forth in Public Law 90-576 and the Florida State Plan for the Administration of Vocational Education which meets the following conditions:

(a) The course is organized and conducted for the specific purpose of correcting educational deficiencies or handicaps which are preventing disadvantaged and handicapped students from benefiting from the instruction related to the occupational objective of the student.

(b) The course provides individualized instruction.

(c) The content of the course and the instruction are related to the occupational objective of the student and taught in terms of the occupation and not for general academic preparation.

(d) The course is taught by a qualified vocational teacher as defined in Section 6A-6.55(1),or other teacher holding a valid Florida teacher's certificate covering the appropriate field.
General Authority 229.053(1) FS. Law Implemented 228.041(26), 228.14(2) FS History -- Amended 8-9-68, 4-11-70, 9-17-72.

6A-6.65 Instructional components of vocational education.

The comprehensive vocational education program shall be offered in components organized as follows:

(1) Instruction in grades 1 through 6 to familiarize pupils, including those considered to be disadvantaged or handicapped, with the world of work. Emphasis is placed on the relationship of the world of work to the on-going instructional program.

(2) Instruction in grades 7 through 9 to pupils, including those considered to be disadvantaged or handicapped, in the following areas:

(a) To provide occupational exploratory experiences, including industrial arts and vocationally orientated home economics.

(b) To provide direct job related instruction for potential school leavers

and others if essential in meeting their educational needs.

(3) Instruction in grades 10 through 12 to pupils, including those considered to be disadvantaged or handicapped, in the following areas:

(a) To provide direct job related instruction, including registered preapprenticeship training, for pupils planning to graduate and for pupils who may leave school before graduation.

(b) To provide pre-technical vocational education instruction including technically oriented industrial arts for those planning to enroll in an advanced or highly skilled vocational or technical program at the post secondary level.

(c) To provide instruction in vocationally oriented home economics.

(d) To provide activities for pupils in vocational youth organizations included as an integral part of the instruction offered.

(4) Instruction, including registered preapprenticeship training, at the post secondary level to provide youth under 19 years of age who have completed high school or left school before high school graduation, who are unemployed and underemployed, including those considered to be disadvantaged or handicapped, with organized programs of instruction to prepare them for gainful employment.

(5) Instruction at the post secondary level to provide persons 19 years of age and older, who have completed high school or left school before high school graduation, including those considered to be disadvantaged or handicapped, with organized programs of instruction, leading to a certificate or an associate degree in a community college to prepare them for gainful employment.

(6) Instruction at the adult level to provide training or retraining to insure stability or advancement in employment to adults who have already entered the labor market and who are employed or seeking employment, including those considered to be disadvantaged or handicapped or vocational oriented home economics designed to prepare adults for the role of homemaker, or to contribute to the employability of such adults in the dual role of homemaker and wage earner.

(7) To provide appropriate special vocational education programming for disadvantaged and handicapped students at appropriate levels of education.

Chapter 6A-7
Special Programs II

6A-7.35 Approved Institutions for exceptional child education scholarships.

Teachers awarded scholarships for special training in exceptional child education shall attend the following types of institutions or classes:

(1) Institutions of higher learning in Florida which have courses in exceptional child education approved by the commissioner of education.

(2) Institutions of higher learning outside the state of Florida approved by the commissioner of education which provide courses in areas of exceptional child education which are not available in Florida.

General Authority 229.053(1) FS. Law Implemented 239.371 FS. History -- New 2-20-64, Amended 4-8-68.

6A-7.36 Awarding of scholarships to teachers for special training in exceptional child education.

Scholarships to teachers of exceptional child education shall be awarded as follows:

(1) The commissioner of education shall award scholarships to teachers of

exceptional child education who meet qualifications as hereinafter provided.

(2) The director of the division of elementary and secondary education may designate the area or areas of exceptionality where the greatest need for teachers exists and give priority to applicants who are taking courses in these areas of specialization.

(3) To be eligible to receive a scholarship for special training in exceptional child education the applicant shall:

(a) Hold a legal contract to teach in the state exceptional child education program, in a Sunland Training Center, a state child training center, or in the Florida School for the Deaf and the Blind.

(b) Hold a valid Florida teaching certificate but not be fully certified in the area of exceptionality to which he is assigned to teach.

(c) Register for the course or courses necessary to meet specialization requirements in the area of exceptionality to which he is assigned to teach.

(d) Have filed with the office of certification services in the division of elementary and secondary education a transcript of all previous college course credit and have had his or her academic transcript analyzed for certification in the area of exceptionality to which he is assigned to teach.

General Authority 229.053(1) FS. Law Implemented 230.371 FS. History -- New 2-20-64, Amended 4-8-68.

6A-7.37 Payment of grants to scholarship recipients.

Scholarship payment shall be handled in the following manner:

(1) A scholarship recipient who registers for individual courses on or off college campus during the regular school year shall be eligible to receive a grant equal to the tuition or registration fee charged for each course.

(2) A scholarship recipient who attends a regular summer session at an approved institution of higher learning shall be eligible to receive a grant of up to $200, provided he registers for a minimum of five semester hours of courses in areas of specialization to meet certification requirements in the area of exceptionality to which he is assigned to teach.

(3) In the event it is deemed advisable for a scholarship recipient attending a regular summer session to take only one course in the area of specialization to meet certification requirements he may receive a grant up to $100.

(4) A scholarship recipient who lives at home while attending regular summer sessions shall be eligible to receive a grant equal to the tuition or registration fee charged for each course taken.

(5) If for any reason a scholarship recipient fails to complete the course or courses for which scholarship funds are granted he shall refund to the state the full amount of the scholarship grant.

General Authority 229.053(1) FS. Law Implemented 239.371 FS. History -- New 2-20-64.

6A-7.38 Florida exceptional child education summer fellowships.

Fellowships to instructional personnel in exceptional child education programs shall be awarded from any available funds as follows:

(1) The commissioner of education is authorized to award fellowships to instructional personnel in exceptional child education programs who meet qualifications hereinafter provided.

(2) The director of the division of elementary and secondary education may designate the area or areas of exceptionality where the greatest need for personnel exists and give priority to applicants who are pursuing a program of study in these areas of specialization.

(3) To be eligible to receive an exceptional child education summer fellowship the applicant shall:

(a) Hold a regular Florida teaching certificate covering a field of exceptional child education or be employed in a state approved exceptional child education program in an area of exceptionality for which there is no specific certification field.

(b) Hold a legal contract to serve in an instructional capacity in the state exceptional child education program, in a Sunland Training Center, a state child training center or in the Florida School for the Deaf and the Blind of the school year following fellowship.

(c) Register in an approved institution for advanced level courses in exceptional child education.

(4) Instructional personnel awarded exceptional child education summer fellowships shall attend the following types of institutions:

(a) Institutions of higher education in Florida approved by the commissioner of education which offer graduate programs in exceptional child education.

(b) Institutions of higher education outside the state of Florida approved by the commissioner of education which offer graduate programs in exceptional child education which are not available in Florida.

(5) Fellowship grants shall be subject to the following provisions:

(a) A fellowship recipient who enrolls in a Florida institution for twelve (12) or more quarter hours, or eight (8) or more semester hours shall be eligible to receive a grant of seven hundred fifty dollars ($750). A recipient who enrolls for less than twelve (12) quarter hours or eight (8) semester hours shall be eligible to receive a grant of sixty dollars ($60.00) per quarter hour or ninety dollars ($90.00) per semester hour.

(b) A fellowship recipient who enrolls in an out of state institution for twelve (12) or more quarter hours, or eight (8) or more semester hours shall be eligible to receive a grant of one thousand dollars ($1,000). A recipient who enrolls for less than twelve (12) quarter hours or eight (8) semester hours shall be eligible to receive a grant of eighty dollars ($80,00) per quarter hour or one hundred twenty dollars ($120.00) per semester hour.

(c) If a fellowship recipient fails to complete the courses for which fellowship funds are granted he shall refund to the state the full amount of the fellowship grant.

General Authority 282.93(11) FS. Law Implemented 282.93(11) FS. History -- New 8-9-68, Amended 4-11-69.

6A-7.72 Textbooks authorized for special schools.

(1) The director of the division of elementary and secondary education is authorized to apportion money to provide free textbooks for special state schools in the division of youth services and in the division of retardation operating under the supervision of the Department of Health and Rehabilitative Services and to approve requisitions for textbooks to be furnished for use in such schools. All costs and charges for such textbooks shall be proper charges against the state textbook fund in accordance with the provisions of chapter 233, Florida Statutes.

(2) The director of the division of youth services and the director of the division of retardation shall have the same duties and responsibilities relating to textbooks as prescribed for superintendents in Section 233.43, Florida Statutes.

General Authority 229.053(1) FS. Law Implemented 233.13 FS. History -- Amended 2-20-64, 4-8-68.

APPENDIX C

Florida Accredation Standards
Pertaining to Exceptional Child Education Programs

Effective 1971-72

Exceptional child schools or schools with exceptional child programs are advised to use the applicable Elementary and Secondary Standards, 1971 for accrediting purposes. These applicable Standards are noted in the table outlined below as shown for type school, type exceptionality and sections of accreditation standards to be completed respectively.

Type School	*Type Exceptionality*	*Section of Accreditation Standards to be Completed*
Exceptional Child Schools containing only students with exceptionalities shown to the right (only)	1. Trainable Mentally Retarded 2. Socially Maladjusted and Emotionally Disturbed	Complete Section 2 (Overall) of the standards (only)
Regular schools containing the exceptional programs listed to the right under "Type Exceptionality" will measure these programs using the section of standards listed to the extreme right.	1. Trainable Mentally Retarded 2. Socially Maladjusted and Emotionally Disturbed	Complete Section 2 (Overall) for these programs (only)
Exceptional Child Schools containing Exceptional Child Programs listed to the right under "Type Exceptionality" will be measured by the section(s) of standards listed to the extreme right.	1. Educable Mentally Retarded 2. Motor Disabled 3. Specific Learning Disabilities 4. Speech Correction 5. Varying Exceptionalities	Grades 1-6 (Sections 2 and 3) Grades 7-12 (Sections 2 and 4) Grades 1-12 (Sections 2, 3 and 4) UNGRADED: Ages 6-13 (Sections 2 and 3; Ages 14 and above Sections 2 and 4) OMIT SECTION 5
Regular schools containing Exceptional Child Programs listed to the right under "Type Exceptionality" will be measured by the section(s) of standards listed to the extreme right.	1. Educable Mentally Retarded 2. Motor Disabled 3. Specific Learning Disabilities 4. Speech Correction 5. Varying Exceptionalities	Applicable sections for regular students and use objectives at students' level on the learning continuum for evaluating product
Exceptional Child Schools or regular schools containing Exceptional Child Programs listed to the right under "Type Exceptionality" will be measured by the section(s) of standards listed to the extreme right.	1. Gifted 2. Hearing Impaired 3. Visually Disabled	Grades 1-6 (Sections 2 and 3) Grades 7-9 (Sections 2 and 4) Grades 10-12 (Sections 2 and 5) Grades 1-12 (Sections 2, 3, 4 and 5)

9.643 Exceptional child education

(1) **Goals.** The goals of exceptional child education are to:

(a) Fulfill the goals of the overall, elementary, junior high, middle school and senior high instructional programs.

(b) Assist each handicapped exceptional child to become less dependent on others and hence, more independent within a framework of his recognized limitations.

(c) Broaden the range of experiences for gifted students by introducing knowledge and activities not ordinarily encountered in the regular curriculum.

(2) **Provisions.**

(a) **District plan.** (S-2.100-level 1-a)—The school has available a copy of the district plan for meeting the needs of exceptional children and the total faculty is aware of the relationship of this plan to the school program.

(b) **Referral.** (P-2.027-level 1-a)—The school has referred students believed to be exceptional for diagnosis and evaluation by competent specialists.

(c) **Identification.** (S-2.101-level 1-a)—There are available in the principal's or guidance office, for every identified exceptional child within that school, summary reports of the evaluation by specialists and reasons for the enrollment or withdrawal of the child from a special education program.

(d) **Evaluation.** (P-2.028-level 1-a)—This area is evaluated annually to ascertain the fulfillment of the stated goals as measured by specific criteria or objectives established and utilized by the school. (Also see 9.742 or 9.844 or 9.944 and 9.621 (2)(d)).

(3) **Program for the educable mentally retarded—when provided.** Students enrolled in an exceptional child program for the educable mentally retarded follow a special curriculum designed to achieve the overall goals of the school and the unique goal of the education of the handicapped students.

(a) **Instruction.**

1. **Sequential program.** (P-2.029-level 1-a)—Students with intellectual disabilities have been provided a sequential program in motor, auditory, visual, and associational skills; language arts; arithmetic computational skills; and social learning.

2. **Program emphasis.** (P-2.030-level 1-a)

a. **Primary.** At the primary level (generally chronological ages 6-10), the instructional emphasis is on the motor, auditory, visual and associational skills; communicative skills and social learning.

b. **Intermediate.** At the intermediate level (generally chronological ages 10-13), the emphasis is on the basic academic skills of the language arts, arithmetic computational and mathematical reasoning skills, and social learning.

c. **Junior high.** At the junior high level (generally chronological ages 13-15), emphasis is on functional academics, pre-occupational exploration, and evaluation of the individual's occupational potential for placement for training in a secondary work-experience program.

d. **Senior high.** At the senior high level (generally chronological ages 15—completion of program), the emphasis is on related academics and on prescriptive occupational training, comprehensive work-experience (including placement, follow-up, and cooperation between related agencies) which leads to a diploma or certificate and successful job placement.

3. **Program.** (P-2.031-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the educable mentally retarded student.

4. **Goals or objectives.** (P-2.032-level 2-b)—Specific goals or objectives selected for each student are based on his specific learning characteristics, his social competencies and his general ability to make behavioral adaptations to his environment at home, in school and in the community.

5. **Student performance.** (X-2.001-level 1-a)—The students have attained a level of achievement which denotes progress towards meeting the pre-determined objectives identified in 3.

6. **Housing with peer group.** (S-2.102-level 2-a)—Students with intellectual disabilities who are housed in a regular school center are housed with students of corresponding chronological age.

(b) **Materials and equipment.**

1. Instructional materials. (P-2.033-level 1-a)—Instructional and manipulative materials and equipment for meeting the varied perceptual, educational, social and occupational needs which are compatible to the chronological and mental age of the individual are provided.

2. **Supplies and materials.** (P-2.034-level 1-a)—Provisions are made for consumable supplies and materials of sufficient quantity and variety to provide each student with experiences in art, crafts, and related occupational activities.

(c) **Plant and facilities.** A special classroom or departmentalized classrooms are provided for students with intellectual disabilities in a regular or special school. These rooms conform to the following standards:

1. **Sufficient storage.** (P-2.035-level 2-b)—There is sufficient storage and display space to provide for the specialized equipment and materials.

2. **Work area.** (S-2.103-level 2-b)—Sinks and benches with work areas are provided.

3. **Adequate secondary facilities.** (P-2.036-level 1-b)—Facilities for Secondary Educable Mentally Retarded Students in addition to the basic academic instruction area shall provide adequate space within the classroom or within the school center for food preparation, clothing maintenance, home maintenance, general occupational skills, horticulture, building maintenance, etc.

4. **Pre-vocational and occupational areas.** (S-2.104-level 2-b)—For Secondary Educable Mentally Retarded Students, in addition to the academic area, provisions shall be made to provide either:

a. Special exceptional child pre-vocational and occupational areas of 85 square feet per pupil each for domestic skills area and for occupational skills area with a minimum of 850 square feet per area, or

b. daily pre-occupational and pre-vocational instruction in the regular domestic and occupational skills areas.

(4) **Program for the trainable mentally retarded—when provided.** Students enrolled in an exceptional child program for the trainable mentally retarded follow a special instructional program designed to achieve the overall goals of the school and the unique goal of education of the handicapped exceptional child.

(a) **Instruction.**

1. **Program.** (P-2.037-level 1-a)—Students with severe intellectual disabilities are provided sequential training in self-help, social, sensory-motor, communicative and vocational skills.

2. **Program.** (P-2.038-level 2-b)—In addition to "1" students with severe intellectual disabilities are provided sequential training in avocational skills.

3. **Program.** (P-2.039-level 3-c)—Students with severe intellectual disabilities are provided part-time work experiences for application of training program skills.

4. **Program.** (P-2.040-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the trainable mentally retarded.

5. **Goals or objectives.** (P-2.041-level 2-b)—Specific goals or objectives selected for each student are based on his specific learning characteristics, his social competencies and his general ability to make behavioral adaptations to his environment at home, in school and in the community.

6. **Self help.** (X-2.002-level 2-a)—Students exhibit self help behaviors to cope with situations involving personal care.

7. **Social.** (X-2.003-level 2-a)—Students demonstrate acceptable social behaviors as measured by family, school and community expectations; to cope with recurring daily needs, to interact with other individuals and to accept responsibility as a member of the community.

8. **Body resources.** (X-2.004-level 2-a)—Students demonstrate effective use of body resources with respect to body locomotion, endurance and general motor coordination.

9. **Sense modalities.** (X-2.005-level 2-a)—Students use sense modalities to gather information in the environment.

10. **Sense modalities.** (X-2.006-level 3-a)—Students use sense modalities to perceive and interpret environmental stimuli.

11. **Communication.** (X-2.007-level 2-a)—Students demonstrate a functional vocabulary of words, gestures or social responses to communicate with others.

12. **Communication.** (X-2.008-level 3-a)—Students demonstrate the ability to decode spoken language and the ability to use language to communicate.

13. **Concepts.** (X-2.009-level 2-a)—Students identify and name abstract concepts such as shape, color, number, quantity, size and time.

14. **Classification.** (X-2.010-level 3-a)—Students use selected classification systems for reasoning and problem solving.

15. **Work.** (X-2.011-level 2-b)—Students perform skills and attitudes required of a worker or helper in the home and school situation.

16. **Work.** (X-2.012-level 3-b)—Students perform skills and attitudes required of a worker or helper in a sheltered workship or community situation.

17. **Recreation.** (X-2.013-level 3-b)—Students engage in recreational and leisure time activities at school, at home, and in the community.

(b) **Materials and equipment.** (P-2.042-level 2-a)—Specialized materials and equipment appropriate to all areas of the program and for individual instructional needs are provided.

(c) **Facilities.** See Section 9.66.

(5) **Program for the motor disabled.** When provided. Students enrolled in an exceptional child program for the motor disabled follow the regular instructional program to achieve the specific goals in Section III, IV and V of standards and the unique goal for the education of the handicapped exceptional child.

(a) **Instruction.**

1. **Provisions.** (P-2.043-level 1-a)—Students with motor disabilities and special health problems are provided access to regular school facilities, and adapted scheduling enables every child in the attendance area who is exceptional only because of a motor disability or a severe physical health problem to participate in a regular school program.

2. **Program.** (P-2.044-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the motor disabled.

3. **Therapy services.** (S-2.105-level 2-a,b)—Students with motor disabilities receive physical and occupational therapy services as prescribed in writing by a licensed physician.

(b) **Materials and equipment.** (P-2.045-level 2-a)—Students with motor disabilities are provided specialized equipment to facilitate development of functional skills, such as neuromuscular coordination, strength and flexibility and activities of daily living.

(c) **Plant and facilities.** A classroom and related facilities are provided in a special or regular school for students with motor disabilities. These rooms conform to the following standards:

1. **Provisions for access.** (S-2.106-level 1-b)—Students in wheelchairs, walkers and other devices have access to toilets, all instructional levels of the school and outdoor activity areas and are not hampered by stairs and narrow doors.

2. **School facilities.** (S-2.107-level 2-b)—Sinks, toilets, drinking fountains, counters and benches, and chalkboards, are of sufficient height and structural design to accommodate students using wheelchairs or crutches.

3. **Special facilities.** (P-2.046-level 3-b)—Separate facilities are provided for physical and occupational therapy instruction in a private room readily accessible to the classroom setting and adequate to house the necessary equipment.

(6) **Program for the visually disabled.** When provided—Students enrolled in an exceptional child program for the visually handicapped follow the regular instructional program to achieve the specific goals in Sections III, IV and V of the standards and the unique goal for education of the handicapped exceptional child.

(a) Instruction

1. **Visual disabilities.** (P-2.047-level 1-a)—Students who are blind or partially sighted are regularly scheduled for instruction by a teacher qualified in the area of the visually impaired.

2. **Program.** (P-2.048-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the visually disabled.

3. **Visual disabilities.** (P-2.049-level 3-b)—Students with severe visual disabilities receive the services of a trained instructor in orientation and mobility skills and activities of daily living.

(b) Materials and equipment.

1. **Materials and equipment.** (P-2.050-level 1-b)—State adopted large print and braille textbooks and supplementary material and tangible apparatus are provided to implement the instructional program.

2. **Reproduction equipment.** (P-2.051-level 2-b)—Reproduction equipment and materials are used to provide the student with supplementary materials for enrichment of the instructional program to the same degree as provided sighted pupils.

3. **Recreation equipment.** (P-2.052-level 3-b)—Adaptive recreational materials and equipment are provided.

(c) Plant and facilities.

1. **Special classroom.** Facilities for a resource teacher, special class in a regular or special school or itinerant teacher:

   a. **Storage space.** (P-2.053-level 2-a)—Adequate shelving and storage space provides for the bulky books and other specialized materials and tangible apparatus for teaching the blind.

   b. **Special classroom furniture.** (P-2.054-level 3-a)—Furniture is designed for effective use of specialized equipment, such as braillewriters, large print typewriters, vacuum form reproducers and other tangible apparatus and reproducing equipment.

2. **Itinerant teaching space.**

   a. **Instructional spaces for itinerant teachers of exceptional children.** (P-2.055-level 2-a)—Instructional spaces for itinerant teachers of exceptional children have been scheduled so that each teacher is assigned the same space of at least 100 square feet for each period of instruction and are equipped to serve the instructional activities conducted therein.

   b. **Instructional spaces for itinerant teachers of exceptional children.** (P-2.056-level 3-a)—Instructional spaces for itinerant teachers of exceptional children are of at least 200 square feet and are equipped to serve instructional activities conducted therein.

(7) **Programs for the hearing impaired.** When provided. Students enrolled in an exceptional child program for the hard of hearing (40 deciBels-70 deciBels, I. S. O. hearing loss in the unaided better ear through the speech frequencies range) or the deaf (70 deciBels and above I. S. O., hearing loss in the better unaided ear through the speech frequencies range) are provided with an instructional program that achieves the specific goals in Sections III, IV and V of standards as well as the unique goal for education of the handicapped exceptional child.

(a) **Instruction.**

1. **Provisions.** (P-2.057-level 1-a)—For the student with a hearing impairment, specialized techniques in developing skills of communication with emphasis on language acquisition are provided to assure the attainment and retention of the communicative potential of the student.

2. **Program.** (P-2.058-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the hearing impaired student.

(b) **Equipment and materials.**

1. **Auditory equipment.** (S-2.108-level 1-a)—Auditory equipment is provided within resource rooms and special classrooms for the hearing impaired; e.g., group amplification systems, individual desk model hearing aid, etc.

2. **Maintenance of auditory equipment.** (S-2.109-level 1-a)—All hearing equipment housed at the individual school for the education of hearing impaired students is maintained and calibrated yearly.

(c) **Facilities.**

1. Itinerant or resource facilities and special classroom in a regular school or special school are:

a. **Sound level.** (S-2.110-level 3-a)—The ambient noise level does not exceed an average of 60 deciBels as tested by a sound level meter during the school day.

b. **Electrical outlets.** (S-2.111-level 2-a)—The room has four double electrical outlets.

c. **Sound treatment.** (S-2.112-level 2-a)—The room is acoustically treated as to ceiling, walls, windows and floors.

2. **Itinerant teaching space.**

a. **Instructional spaces for itinerant teachers of exceptional children.** (P-2.059-level 2-a)—Instructional spaces for itinerant teachers of exceptional children have been scheduled so that each teacher is assigned the same space of at least 100 square feet for each period of instruction and are equipped to serve the instructional activities conducted therein.

b. **Instructional spaces for itinerant teachers of exceptional children.** (P-2.060-level 3-a)—Instructional spaces for itinerant teachers of exceptional children are of at least 200 square feet and are equipped to serve instructional activities conducted therein.

(8) **Program for speech correction.** When provided. Students receiving speech correction follow the regular instructional program to achieve the specific goals in Sections III, IV and V of standards and the unique goals of exceptional child education.

(a) **Instruction.**

1. **Provisions.** (P-2.061-level 1-a)—Each student with a verbal language or speech disorder is provided appropriate speech correction procedures leading to effective oral communication commensurate with his physical, mental and emotional growth patterns.

2. **Program.** (P-2.062-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the speech handicapped student.

(b) **Materials and equipment.**

1. **Tape recorder.** (S-2.113-level 1-b)—One tape recorder with sufficient tapes is provided for every two speech correctionists.

2. **Audiometer.** (S-2.114-level 1-b)—One audiometer is provided for the speech correction staff.

3. **Audiometer.** (S-2.115-level 2-b)—One audiometer is provided per three speech correctionists.

(c) **Facilities.** Facilities may be provided either within the school facility or through a mobile unit for speech correction and hearing conservation.

1. **School facility.**

a. **Instructional spaces for itinerant teachers of exceptional children.** (P-2.063-level 2-b)—Instructional spaces for itinerant teachers of exceptional children have been scheduled so that a given teacher is assigned the same space of at least 100 square feet for each period of instruction and are equipped to serve the instructional activities conducted therein.

b. **Instructional spaces for itinerant teachers of exceptional children.** (P-2.064-level 3-a)—Instructional spaces for itinerant teachers of exceptional children are of at least 200 square feet and are equipped to serve instructional activities conducted therein.

2. **Mobile unit facilities.** When the available room space within individual schools is inadequate and foreseeable plans do not include school construction for such space, mobile speech correction and hearing conservation units should be considered by the district school administration staff.

a. **Workable floor space.** (S-2.116-level 2-a)—Workable floor space is 100 square feet.

b. **Sound treatment.** (S-2.117-level 3-a)—Sound treatment including carpeting and wall and ceiling acoustical tiling is provided.

c. **Illumination.** (S-2.118-level 1-a)—Lighting in keeping with regular classroom specifications is provided.

d. **Ventilation.** (S-2.119-level 2-a)—Ventilation and room heating and cooling circuits are provided.

e. **Safety devices.** (S-2.120-level 1-a)—Although students will not be transported within mobile units, all necessary safety devices as set forth by Florida Statutes and State Board of Education Regulations are provided.

f. **Electrical supply and outlets.** (S-2.121-level 1-a)—Electrical supply and outlets at school sites are operational.

g. **Site for parking.** (S-2.122-level 2-a)—Protection from inclement weather is provided for students to and from the mobile unit and the mobile unit is removed from playground areas and other areas producing excessive noise.

h. **Equipment standards.** (S-2.123-level 2-a)—Equipment within mobile units meets those accreditation standards set forth for equipment within individual schools. All equipment is securely fastened to avoid damage to equipment or to avoid potential hazard while in transport.

(9) **Program for the socially maladjusted and emotionally disturbed.** When provided—Students enrolled in an exceptional child program for the socially maladjusted or emotionally disturbed follow the regular instructional program to achieve the specific goals in Sections III, IV and V of standards and the unique goals of exceptional child education.

(a) **Instruction.**

1. **Placement and scheduling.** (P-2.065-level 1-a)—The school provides flexible placement and scheduling to best meet the student's educational and behavioral needs.

2. **Agencies and community resources.** (P-2.066-level 2-b)—The school utilizes other agencies and community resources.

3. **Program.** (P-2.067-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the socially maladjusted and emotionally disturbed student.

(10) **Program for students with specific learning disabilities.** When provided. Students enrolled in an exceptional child program for specific learning disabilities follow the regular instructional program to achieve the specific goals in Sections III, IV and V of standards and the unique goals of exceptional child education.

(a) **Instruction.**

1. **Specialized instruction.** (P-2.068-level 1-b)—For the student with specific learning disabilities specialized instructional techniques are provided which are designed to eliminate or circumvent a disability in one or more of the following areas: visual-motor, auditory-vocal, decoding (receptive), association, expressive and auditory or visual memory.

2. **Program.** (P-2.069-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the student with specific learning disabilities.

(11) **Program for the gifted.** When provided—Students enrolled in an exceptional child program for the gifted follow the regular instructional program to achieve the specific goals in Sections III, IV and V of standards and the unique goals for the education of the gifted.

(a) Instruction.

1. **Program.** (P-2.070-level 1-c)—Students in a program for the gifted are provided planned instruction which increases the depth and breadth of the gifted student's learning experiences.

2. **Program.** (P-2.071-level 2-a)—Provisions, as described by the district plan, are made for a continuous planned program of instruction by qualified personnel for students who have been designated as gifted.

3. **Evaluation criteria or objectives.** (P-2.072-level 1-a)—Evaluation criteria or objectives have been developed to measure student progress in the affective as well as the cognitive domain in achieving the goals of this program.

4. **Student performance.** (X-2.014-level 1-a)—Students have attained a level of achievement in the affective as well as the cognitive domain denoting progress towards meeting the predetermined objectives identified in "3."

5. **Community resources.** (P-2.073-level 2-c)—The school cooperates with other community resources and agencies to provide services such as counseling to meet the unique social needs of gifted students and their families.

6. **Materials and equipment.** (P-2.074-level 1-c)—Community and regional resources should be utilized as much as possible in terms of instructional materials, equipment and people to meet the unique and varied instructional needs of gifted students.

(12) **Varying exceptionalities.** When provided.

(a) Instruction.

1. **Program.** (P-2.075-level 2-a)—The program is designed to meet each of the varied instructional needs of the exceptional children assigned to the class as outlined previously in (3) through (11).

2. **Program.** (P-2.076-level 1-1)—Programs have been developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the student assigned varying exceptionality classes.

9.644 *General instructional standards*

(1) The goals of the general instructional standards are to:

(a) Reflect the belief that learning can be observed through changes in the performance of the individual student.

(b) Enumerate meaningful interrelated experiences which are applicable to different individuals and groups.

(c) Emphasize how students learn. (i.e. 9.644 (p) (1) a through k)

(d) Encourage a positive environment for learning.

(e) Recognize that changes can be used for positive growth.

(2) **Provisions.**

(a) **Environment.** (P-2.077-level 1-d)—Through self-study and observation it has been determined that 50% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (d) 1,2,3,4.

(b) **Environment.** (P-2.078-level 2-d)—Through self-study and observation it has been determined that 65% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (d) 1,2,3,4.

(c) **Environment.** (P-2.079-level 3-d)—Through self-study and observation it has been determined that 80% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (d) 1,2,3,4.

(d) Statements referred to in standards (a) (b) and (c) above on environment are as follows:

1. **In the room.**

a. **Displays.** Purposeful and pertinent displays and materials on tackboards, tables, chalkboards, etc. are informative (theme) and appealing (colorful, attractive).

b. **Housekeeping.** Citizenship training is apparent by the manner in which students care for and arrange personal belongings (wraps, books, etc.) and school property (furniture, reference and supplementary books, etc.).

c. **Lighting and ventilation.** Lighting and ventilation facilities are utilized.

d. **Adjustable furniture.** Furniture is of appropriate size or adjusted for individual class members.

e. **Grouping.** Furniture is arranged in a manner which contributes to the group activity.

2. **The teacher.**

a. **Communication.** Has constructive communicative patterns (delivery, receptive, response, reaction).

b. **First name.** Addresses students by name or first person plural.

c. **Admit mistakes.** Acknowledges his own error (may smile, apologize or correct himself).

d. **Encouragement.** Praises and encourages student (i.e. may say "yes," "go on," nod head, smile).

3. **The student (students).**

a. **Freedom of movement.** Moves about the room to perform routine tasks without asking permission when not involved in a directed learning situation.

b. **Participation.** Take part in an activity or in responding to teacher suggestion or request.

c. **Seeks help.** Reveals errors and asks for advice or guidance.

d. **Helps others.** Helps and encourages another, tries to assist student who has made an error in a constructive and positive way.

e. **Respects others' work.** Respects effort (work or classroom oriented) of a classmate.

f. **Criticism.** Accepts criticism with understanding.

g. **Challenges ideas.** Challenges idea or statement made by the teacher or by other students in a friendly (acceptable) manner (i.e. the teacher's idea is accepted or rejected by the group on the basis of its merit.)

h. **Freedom to disagree.** Presents differing ideas without arousing hostility.

4. **The teacher or student (students).**

a. **Courtesy.** Uses compliments or makes courteous remarks (include use of personal amenities, "would you please," "thank you," "you're welcome," etc.).

b. **Self-expression.** Provides opportunities for, and encourages a student to express himself (may use a student idea).

c. **Consensus.** Respects an opinion of another and comes to a consensus (agreement).

d. **Empathy.** Express empathy toward problem of a student.

(e) **Individualization.** (P-2.080-level 1-a)—Through self study and observation it has been determined that 50% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (h) 1 and 2.

(f) **Individualization.** (P-2.081-level 2-a)—Through self-study and observation it has been determined that 65% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (h) 1 and 2.

(g) **Individualization.** (P-2.082-level 3-a)—Through self-study and observation it has been determined that 80% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (h) 1 and 2.

(h) Statements referred to in standards (e), (f) and (g) above on individualization are as follows:

1. **The teacher.**

a. **Differentiated objectives.** Has selected objectives that are based on an observed need of the learner.

b. **Background of student.** Knows something about individual student's life outside the classroom.

c. **Adapts questions.** Adapts question to individual difference or varies questions so as to enable students of different abilities to participate.

d. **Differentiated assignments.** Gives various individual assignments on different levels for different students.

e. **Outside resources.** Recommends various outside resources for different students.

f. **Extra help.** Schedules extra help, special study, or enrichment activities with individual students.

g. **Multiple group activity.** Provides more than one (1) group learning activity.

h. **Individual help.** The teacher moves about the room, working with individual students.

i. **Individual comments.** Makes comments and criticisms to individual students about their own particular needs while other students pursue their own meaningful learning activities.

j. **Evaluation.** Assesses individual student assignments cooperatively with students accentuating positive aspects.

2. **The student (students).**

a. **Selects objectives.** Has selected short-term objectives.

b. **Task oriented.** Works on different self-scheduled tasks.

c. **Moves about.** Moves about, asks for help, assists another student (is used as a resource to help other students).

d. **Supplemental materials.** Uses a variety of supplemental materials, resources, or texts.

e. **Self-appraisal.** Participates in self-appraisal activities.

(i) **Interaction.** (P-2.083-level 1-c)—Through self-study and observation it has been determined that 50% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (l) 1, 2 and 3.

(j) **Interaction.** (P-2.084-level 2-c)—Through self-study and observation it has been determined that 65% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (l) 1, 2 and 3.

(k) **Interaction.** (P-2.085-level 3-c)—Through self-study and observation it has been determined that 80% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (l) 1, 2 and 3.

(l) Statements referred to in standards (i), (j) and (k) above on interaction are as follows:

1. **The teacher.**

a. **Multiple activity.** Provides the framework for selection of alternate learning activities.

b. **Student motivation.** Motivates the students to initiate activities.

c. **Interaction mechanics.** Provides a classroom environment which permits students to interact to an experience either individually or in small groups (10 or less).

2. **The student (students).**

a. **Participation.** Each participates in some meaningful learning activity involving other individuals.

b. **Clarifies objectives.** Clarifies changes in the objective, the content or direction of the lesson which results from student comment or suggestion.

c. **Communicates without disturbance.** Talks to others in large or small groups without disturbing the classroom setting.

d. **Group control.** As a group manages student conflict and controls its members.

e. **Changing leadership.** Directs or leads in a small group with opportunities for changing roles.

f. **Questions.** Asks questions.

g. **Group cohesiveness.** Demonstrates a feeling of interdependence.

h. **Group decision.** Participates in making a group decision.

3. **The teacher or student (students).**

a. **Group goals.** Accepts, or concurs in, the common goals for the group and works toward accomplishment.

b. **Issues of the day.** Displays evidence that local school or community issues of the day are discussed in class and consideration is given to their solution.

c. **Consensus.** Presents differing ideas without hostility, and comes to consensus (agreement).

d. **Attentiveness.** Pays close attention to (listens to, looks at) teacher or student with free and open channel of communication (student to teacher, teacher to student, student to student).

e. **Assess progress.** Evaluates the work and assesses progress of the group.

f. **Interaction.** Has a variety of groups and sub-groups with the students shifting back and forth as members and leaders.

g. **Preparation.** Has the necessary materials ready for immediate use by a group, or are assembled for use by a group and are distributed, or collected so as to cause a minimum of confusion.

(m) **Inter-relationships.** (P-2.086-level 1-b)—Through self-study and observation it has been determined that 50% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (p) 1, 2 and 3.

(n) **Inter-relationships.** (P-2.087-level 2-b)—Through self-study and observation it has been determined that 65% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (p) 1, 2 and 3.

(o) **Inter-relationships.** (P-2.088-level 3-b)—Through self-study and observation it has been determined that 80% of the classes in a school reflect conditions or instances of behavior consistent with one-half or more of the statements listed below in (p) 1, 2 and 3.

(p) Statements referred to in standards (m), (n) and (o) above on inter-relationships are as follows:

1. **The teacher.**

a. **Open-ended problem.** Presents an open-ended problem or a problem for which there is more than one way of arriving at solutions.

b. **Open-ended question.** Asks an open-ended question that requires thought such as: "What would happen if?" asks "How" or "Why?"

c. **Unusual idea.** Accepts an unusual idea (an unusual idea might be one which approaches the topic from an entirely different direction from that which the class has been taking.)

d. **Reflecting.** Responds to student (students) comment by referring it to the class so as to provoke further questioning, thought, and discussion.

e. **Student idea.** Helps student (students) to explore, discuss or test a student idea.

f. **Discovery**—Allows time for thinking and discovering without threat of immediate evaluation.

g. **Self-initiated learning.** Provides opportunity for self-initiated learning.

h. **Positive reinforcement.** Uses positive comments when showing students how a contribution might be improved.

i. **Accepts question.** Accepts an unusual question (an unusual question might be one which the teacher cannot answer) and guides the student toward his own solution.

j. **Verbal expression.** Anticipates vocabulary needs by using needed words in meaningful oral or written settings.

k. **Integration of learning.** Organize and carries out activities that promote inter-relatedness of learnings.

2. **The student (students).**

a. **Sharing resources.** Students contribute, share or develop a variety of supplementary materials.

b. **Inquiry.** Makes a suggestion for further inquiry or study.

c. **Relates to discussion.** Relates personal-experiences to the material under study.

d. **Relates learning experiences.** Makes a conscientious attempt to relate one learning experience to another.

e. **Carry-over.** Carries attitudes and skills learned during a specific activity over into other activities.

3. **The teacher or student (students).**

a. **Student leeway.** Explains the assignment clearly but leaves out the minute details and the student has leeway in determining methods of procedure.

b. **Opportunity for expression.** Provides opportunity for and encourages a student to express himself.

c. **Prediction.** Considers various courses of action toward the solution of problems and (anticipates, weighs, predicts) probable consequences.

6A-9.66 SCHOOL PLANT AND FACILITIES—OVERALL

9.661 *School plant and facilities*

(1) **Goals.** The goals of the school plant and facilities are to:

(a) Have a school plant planned, arranged, equipped and sufficiently flexible to facilitate the achievement of curriculum objectives and changes.

(b) Provide for the safety, health and comfort of all its occupants.

(c) Contribute to the occupants' and community's sense of values from a practical and an aesthetic viewpoint.

9.662 *The school site*

(1) **Site size.** (S-2.168-level 1-b)—The legally required school survey indicates that the school site acreage conforms to the minimum size as required by law.

(2) **Site design.** (P-2.126-level 3-b)—The entire site has been designed and developed into appropriate areas for the various instructional programs of the school plant and the components are arranged for easy administration.

(3) **Lawn and ornamental plantings.** (P-2.127-level 2-c)—Lawn, shrubs and trees have been planted to afford an attractive site as well as a safe place to teach and play.

9.663 *Buildings*

(1) **Utilization of rooms and spaces.**

(a) **Appropriate spaces.** (P-2.128-level 2-a)—Effective use has been made of rooms and spaces in the school so that all classes are taught in appropriately planned and equipped spaces.

(b) **School capacity.** (S-2.129-level 1-a)—The number of pupils in the school does not exceed the pupil capacity of the permanent facilities as listed in the current district school plant survey report by more than 10%.

(c) **School capacity.** (S-2.170-level 2-a)—The number of pupils in the school

(4) **School plant.** Educational requirements and environment. (Check 9.664 and index for additional standards under subject and services headings.) In open plan buildings the applicable school plant and facilities standards in this subsection and subject and service sub-sections located in Section II, III, IV and V may be marked in compliance provided (1) the facilities are provided and the facilities are not required to be separate entities unless the transmission of noise, vibrations, fumes, dust, etc., otherwise affect the usefulness of other space; (2) and the accumulative square footage in an area equal to or greater than the accumulative amount for all applicable standards marked yes.

(a) **Minimum classroom size.** (S-2.173-level 1-a)—All general classrooms—excluding toilet rooms, conference or seminar rooms, teacher work areas—are calculated on the effective net classroom area for the group to be housed. The following are minimum:

	Existing Facilities	New Facilities or Buildings
1. Kindergarten and Nursery	750 sq. ft. per room	35 sq. ft. per pupil
2. Primary (Grades 1-2)	750 sq. ft. per room	32 sq. ft. per pupil
3. Intermediate (Grades 3-6)	700 sq. ft. per room	30 sq. ft. per pupil
4. Middle (Grades 5-8)	650 sq. ft. per room	28 sq. ft. per pupil
5. Secondary (Grades 7-12)	650 sq. ft. per room	25 sq. ft. per pupil
6. Regular Exceptional Child Classes	Regular exceptional child classrooms for equivalent age groups specified in "1," "2" and "3" shall be 700 sq. ft. minimum and in "4" and "5" above shall be 650 sq. ft. minimum.	

(b) **Desirable classroom size.** (S-2.174-level 2-a)—All general classrooms—excluding toilet rooms, conference or seminar rooms, teacher work areas, storage rooms—are calculated on the effective net classroom area for the group to be housed and in no cases shall compliance with this standard be lower than (a) level 1 on minimum class size. The following are desirable:

	Existing Facilities	New Facilities or Buildings
1. Kindergarten and Nursery	30 sq. ft. per pupil	40 sq. ft. per pupil
2. Primary (Grades 1-2)	28 sq. ft. per pupil	37 sq. ft. per pupil
3. Intermediate (Grades 3-6)	25 sq. ft. per pupil	35 sq. ft. per pupil
4. Middle (Grades 5-8)	22 sq. ft. per pupil	33 sq. ft. per pupil
5. Secondary (Grades 7-12)	22 sq. ft. per pupil	30 sq. ft. per pupil
6. Regular Exceptional Child for equivalent of 1,2,3 above	50 sq. ft. per pupil	55 sq. ft. per pupil
7. Regular Exceptional Child for equivalent of 4,5 above	40 sq. ft. per pupil	45 sq. ft. per pupil

(c) **Teacher work—office areas**

1. **Single teacher work-office.** (S-2.175-level 2-b)—Single teacher work-office and related storage of 100 square feet per teacher or multiple teacher work-office and related storage of 80 square feet per teacher is provided.

2. **Single teacher work-office.** (S-2.176-level 3-b)—Single teacher work-office and related storage of 125 square feet per teacher or multiple teacher work office and related storage of 90 square feet per teacher is provided.

(d) **Storage facilities.** The location and nature of storage have been based on the program and assignment of the occupants. The following storage facilities are to be provided:

1. **Classroom storage.** (S-2.177-level 2-a)

   a. **Kindergarten and pre-school**—8 square feet per pupil.

   b. **Primary, intermediate, middle and secondary grades (1-12)**—5 square feet per pupil.

   c. **Shops and laboratories**—5 square feet per pupil.

2. **Classroom storage.** (S-2.178-level 3-a)

   a. **Kindergarten and pre-school**—8 square feet per pupil.

   b. **Primary, intermediate, middle and secondary grades (1-12)**—6 square feet per pupil.

   c. **Shops and laboratories**—6 square feet per pupil.

(e) **Fixed teaching aids**—minimum requirements.

1. **Electrical outlets.** (S-2.179-level 1-b)

   a. **In existing buildings**—A minimum of two duplex electrical outlets is provided in each instructional space. (In locating these outlets, the use of standard classroom equipment has been considered.)

   b. **In new buildings**—A minimum of four duplex electrical outlets is provided in each instructional space. (In locating these outlets, the use of standard classroom equipment has been considered.)

   c. **In new buildings**—Special purpose rooms have been provided with electrical outlets suitable for the special equipment to be used therein. (Industrial arts, business education, language lab., etc.)

2. **Proper current and voltage.** (P-2.129-level 1-b)—Electrical outlets of proper current capacity and voltage have been conveniently located in rooms and corridors.

3. **Light control.**

   a. **Light control.** (S-2.180-level 1-a)—Lighting fixtures in instructional spaces are circuited and switched so that the light level may be reduced by 80% and retain even distribution to facilitate the use of projected visual aids and allow note-taking while lights are dimmed.

   b. **Light control.** (S-2.181-level 1-a)—Sources of natural light in all instructional spaces are provided with some means of cover to allow for use of projection equipment.

4. **Communication systems.**

   a. **Bell system.** (S-2.182-level 2-a)—A complete automatic program bell system has been provided.

   b. **Inter-communication.** (S-2.183-level 3-a)—A complete two-way intercommunication system has been provided, with the provision that individual stations (classrooms, etc.) may initiate calls to the master control unit.

5. **Acoustics.**

   a. **Acoustical treatment.** (P-2.130-level 1-b)—All occupied spaces have been acoustically treated for the hearing task within the room.

   b. **Reduction of noise.** (P-2.131-level 1-b)—Transmission of noise and vibrations from one space to another has been reduced to a level where it is not distracting, annoying or will otherwise effect the usefulness of the occupied space.

   c. **Carpet.** (S-2.184-level 3-b)—Carpet has been provided in all instructional areas of this school plant.

   d. **Special acoustical treatment.** (P-2.132-level 2-b)—Places of assembly, music instruction rooms, mechanical equipment rooms, administration suites, guidance areas and areas of high noise generation have been given special acoustical attention.

APPENDIX D

Florida Statutes and State Board of Education
Regulations Pertaining to

SPEECH PATHOLOGY AND AUDIOLOGY ACT[1]
Florida Statutes

468.139 Short title of part IV of this chapter.

This part IV of chapter 468 may be cited as the "Speech Pathology and Audiology Act," to be administered by the Department of Education of Florida.
History -- 1, ch. 69-395; 15, 35, ch. 69-106.

468.140 Legislative intent and purpose.

It is declared that the practice of speech pathology or audiology is a privilege which is granted to qualified persons by legislative authority in the interest of public health, safety, and welfare, and in enacting this law it is the intent of the legislature to require educational training and certification of any person who engages in the practice of speech pathology and audiology; to encourage better educational training programs; to prohibit the unauthorized and unqualified practice of speech pathology and audiology and the unprofessional conduct by persons certified to practice speech pathology and audiology; and to provide for enforcement of this part and penalties for its violation.
History -- 2, ch. 69-395.

468.141 Definitions of terms.

In this part unless the context or subject matter otherwise requires:
(1) "Speech pathologist" means any person who examines, evaluates, treats, or counsels, for which a fee may be charged, persons suffering, or suspected of suffering, from disorders or conditions affecting speech or language, or who assists persons in the faculty of uttering articulate sounds or words for purposes of communication by means of the spoken word. A person is deemed to be a speech pathologist if he offers such services to the public under any title incorporating the words "speech pathology," "speech pathologist," "speech correction," "speech correctionist," "speech therapy," "speech therapist," "speech clinic," "speech clinician," "voice therapist," "language therapist," "aphasia therapist," "communication disorder specialist," or "communication therapist."

(2) "Audiologist" means any person who examines, tests, evaluates, treats, or counsels, for which a fee may be charged, persons suffering, or suspected of suffering, from disorders or conditions affecting hearing or assists persons in the perceiving of sound or improving the senses by which noises and tones are received as stimuli to the auditory faculties. A person is deemed to be an audiologist if he offers such services to the public under any title incorporating the terms "Audiology," "audiologist," "audiological," "hearing clinic," "hearing clinician," "hearing therapy," or "hearing therapist."

* * * * * * * * * * * * * * * * * *

[1]This Act is administered by the Bureau of Teacher Education, Division of Elementary & Secondary Education and is commonly referred to as "Licensing of Special Pathologists & Audiologists."

(3) "Speech pathology aide" and "audiology aide" mean those persons meeting the minimum qualifications established by the department of speech pathology and audiology aides who work directly under the supervision of a speech pathologist or audiologist, respectively. The qualifications for registration as an aide shall be uniform, but shall be less than those prescribed for a speech pathologist or audiologist.

(4) "Council" shall mean the Florida state advisory council of speech pathology and audiology.

*(5) ("Department" shall mean the Department of Education.)

(6) "Certification" shall mean certificate of registration; "registrant" shall mean a person certified to practice speech pathology or audiology by the Department of Education.
History -- 3, ch. 69-395; 15, 35, ch. 69-106.
*Note. -- In order to conform to the terminology of 15, ch. 69-106, the editors have substituted a definition of "Department" for that of "Commissioner."

468.142 Certification of speech pathologists and audiologists.

(1) No person shall practice, or hold himself out as being able to practice, speech pathology or audiology in this state unless he is certified by the department in accordance with the provisions of this part. However, nothing in this part shall prohibit any person licensed in this state under any other law from engaging in the profession for which he is licensed.

(2) Nothing in this part shall prohibit a corporation, partnership, trust, association, or other like organization from engaging in the business of speech pathology or audiology without certification if it employs certified natural persons in the direct practice of speech pathology or audiology. Such corporations, partnerships, trusts, associations, or other like organizations shall also file with the department a statement, on a form approved by the department, that it submits itself to the rules and regulations of the department and the provisions of this part which the department shall deem applicable to them.
History -- 4, ch. 69-395; 15, 35, ch. 69-106.

468.143 Administration of this part; certification qualifications; examinations.

(1) The department shall administer, coordinate, and enforce the provisions of this part, evaluate the qualifications of applicants, supervise the examination of applicants, and be responsible for the granting of certificates to qualified persons and for withholding certificates from unqualified persons. It may issue subpoenas, examine witnesses, and administer oaths, and shall investigate persons engaging in practices which violate the provisions of this part.

(2) The department shall conduct such hearings and keep such records and minutes as shall be necessary to an orderly dispatch of business.

(3) The department shall adopt reasonable rules and regulations, including but not limited to regulations which establish ethical standards of practice, and may amend or repeal the same in accordance with the Florida administrative procedures act.

(4) The department shall annually issue a list of the names of the persons currently certified under the provisions of this part and furnish the council with a copy of same.

(5) The conferral or enumeration of specific powers elsewhere in this part shall not be construed as a limitation of the general powers conferred by this section.

(6) The commissioner of education shall meet with the council at least once per year to discuss such subjects as policy, administration of this part, qualifications and examination of applicants, and other similar matters.

(7) To be eligible for certification by the department as a speech pathologist or audiologist, the applicant shall:

(a) Be of good moral character.

(b) Submit transcripts from one or more accredited colleges or universities presenting evidence of the completion of sixty semester hours constituting a well-integrated program that includes eighteen semester hours in courses that provide fundamental information applicable to the normal development and use of speech, hearing, and language and forty-two semester hours in courses that provide information about and training in the management of speech, hearing, and language disorders and that provide information supplementary to these fields. Of these forty-two semester hours:

1. No fewer than six may be in audiology for the speech pathologist or in speech pathology for the audiologist;

2. No more than six may be in courses that provide academic credit for clinical practice;

3. At least twenty-four, not including credit for thesis or dissertation, must be in courses in the field in which the registration is requested; and

4. Thirty must be in courses acceptable toward a graduate degree by the college or university in which these courses are taken.

(c) Submit evidence of the completion of two hundred seventy-five clock hours of supervised, direct clinical experience with individuals presenting a variety of disorders of communication, the experience being obtained within the training institution or in one of its cooperating programs.

(d) Present written evidence from employers or supervisors of nine months of full-time professional employment pertinent to the certification being sought. This experience must follow the completion of the requirements set forth in paragraphs (b) and (c).

(e) Pass an examination promulgated or approved by the department which demonstrates that the applicant has a fundamental knowledge of:

1. The normal psychological, anatomical, and cultural development of speech, hearing, and language;

2. The current principles, procedures, techniques, and instrumentation used in evaluating speech;

3. The disorders of speech and hearing and their classifications, causes, and manifestations;

4. The principles and remedial procedures used in habilitation and rehabilitation for disorders of communications; and

5. The relationships between speech, language, and hearing problems, and which demonstrates his capability for the organization and administration of programs designed to provide direct service to those who suffer from disorders of communication.

History -- 5, ch. 69-395; 15, 35, ch. 69-106.

468.144 Advisory council; appointment of terms; powers; duties; expenses.

(1) An advisory council to the department is created and shall consist of five persons who are residents of the state and shall be appointed by the department. To be eligible for appointment to the council, a registrant shall have been in the actual practice or vocation of speech pathology or audiology not less than five years prior to his appointment, and be certified under this part. In addition, after enactment of this part, appointees shall hold an unrevoked, unsuspended certificate under this part. The term of office for members shall be for three years, or until their successors are appointed and qualify, except that terms of the members appointed first shall be as follows: One shall be appointed for one year; two for two years; and two for three years.

(2) Members of the council shall receive no compensation for their services; however, they shall be entitled to reimbursement for necessary traveling expenses pursuant to 112.061 from the funds derived from fees collected under the provisions of this part.

(3) When a vacancy on the council occurs, the Florida speech and hearing association shall recommend not less than three persons to fill each vacancy, and the department shall make its appointment from the persons so nominated.

(4) The council shall reorganize annually and select a chairman.

(5) Three members of the council shall constitute a quorum to do business.

(6) No person shall be appointed to serve more than two consecutive terms.

(7) The Council shall recommend to the department examination procedures for applicants, minimum requirements for qualification, and a code of ethics for the betterment and improvement of the standard of practice for speech pathologists and audiologists. The council shall do all in its power to encourage the continuation and improvement of specialized educational courses of training to the department. The council shall also investigate alleged irregularities in the practice of speech pathology and audiology and make recommendations to the department with respect thereto.

(8) The council shall submit to the department each year recommendations and findings for the improvement of the practice of speech pathology and audiology.

(9) The council shall submit a report to the department of all its official acts during the preceding year.

(10) Upon the request of any person, the council shall furnish a list of persons registered under the provisions of this part.

(11) The council shall adopt a seal by which it shall authenticate its proceedings. Copies of the proceedings, records and acts of the council and certificates purporting to relate the facts concerning such proceedings, records and acts signed by the secretary and authenticated by said seal, shall be prima facie evidence thereof in all the courts of this state.
History -- 6, ch. 69-395; 15, 35, ch. 69-106.

468.145 Certification under special conditions.

The department shall waive the examination and educational requirements for any of the following:

(1) Applicants who are, on July 9, 1969, actively engaged in the practice of speech pathology or audiology, or who purport to be engaged in the practice of speech pathology or audiology, in the state upon proof of bona fide practice presented to the department in the manner prescribed in the department's regulations. The application of any such applicant shall be filed with the department on or before December 31, 1969.

(2) Applicants who present proof of current certification or licensure in a state which has standards at least equal to those for registration in Florida.

(3) Applicants who have received the certificate of clinical competence of the American speech and hearing association.
History -- 7, ch. 69-395; 15, 35, ch. 69-106.

468.146 Fees.

(1) The department shall charge an application fee of one hundred dollars.

(2) On or before January 31 of each year, the department shall charge an annual certification renewal fee of fifty dollars. The fees promulgated by the department shall be in addition to those of any municipality requiring any registrant under the provisions of this part to furnish any bond, pass any examination, or pay any license fee or occupational tax.

(3) Any person, otherwise qualified and certified by the department, not in the active practice of speech pathology or audiology, may register with the department for a nonactive certificate at an annual fee of ten dollars.

(4) The proceeds or receipts derived from the certification fees shall be applied first to the costs of administration of his part, including activities of the advisory council, and the balance, at the discretion of the department, shall be transferred to the general revenue fund. The department shall be the custodian for all funds collected.
History -- 8, ch. 69-395; 15, 35, ch. 69-106.

468.147 Suspension or revocation of certification.

A certificate may be suspended or revoked after due notice and administrative hearing in accordance with the provisions of chapter 120 and upon a finding of fact showing that the registrant has:
(1) Violated any provision of this chapter.
(2) Violated any lawful order, rule, or regulation rendered or adopted by the department.
(3) Been convicted of a felony by any court in the United States.
(4) Obtained his registration or any other order, ruling, or authorization by means of fraud, misrepresentation, or concealment of material facts.
(5) Been found guilty of gross misconduct in the pursuit of his profession.
History -- 9, ch. 69-395; 15, 35, ch. 69-106.

468.148 Exemptions.

(1) The provisions of this part shall not apply to:
(a) The employees of governmental entities working within the scope of their government employment.
(b) The employees of accredited educational institutions working within the scope of their educational employment.
(c) Students, interns, or trainees actively engaged in a training program acting under the direct supervision of a certified speech pathologist or audiologist.
(d) Persons practicing a licensed profession or operating within the scope of their profession or employed by someone operating within the scope of their profession, such as doctors of medicine, clinical psychologists, nurses, and persons fitting and selling hearing aids who are properly licensed or registered under the laws of the state.
(2) No one shall be exempt under paragraphs (a)-(c) of subsection (1) who shall do any work as a speech pathologist or audiologist for which a fee may be paid by the recipient of the service.
History -- 10, ch. 69-395.

468.149 Penalties.

Any person who violates any of the provisions of this part shall upon conviction be guilty of a misdemeanor and shall be punished by a fine of not more than $1,000.00 or be imprisoned in the county jail for a period not exceeding 6 months, or both.
History -- 11, ch. 69-395.

State Board of Education Regulations

6A-10.08 Speech pathology and audiology act.

The commissioner of education shall administer, coordinate and enforce the provisions of Chapter 69-395, Laws of Florida.

(1) Validity period of certificates. Each certificate of registration for the practice of speech pathology or audiology in the State of Florida shall be for one calender year and shall carry an effective date of January 1 and an expiration date of December 31.

(2) Certificate renewal. Each certificate must be renewed on or before January 31 of the year for which it is to be valid.

(3) Classification of applicants. Applicants for certification to engage in the practice of speech pathology or audiology in the State of Florida shall be classified in the following categories:

(a) Category I. Applicants who were engaged in the practice of speech pathology or audiology in the State of Florida on July 10, 1969.

(b) Category II. Applicants who were not engaged in the practice of speech pathology or audiology in the State of Florida on July 10, 1969.

(4) Certification requirements. In seeking to establish his eligibility for certification to engage in the practice of speech pathology or audiology in the State of Florida, the applicant shall satisfy the following requirements:

(a) Applicants in Category I shall:

1. File a completed application on the form prescribed by the Commissioner of Education.

2. File a notarized affidavit, provided by the Commissioner of Education affirming the fact that he was engaged in the practice of speech pathology or audiology on July 10, 1969.

(b) Applicants in Category II shall comply with one of the three (3) plans listed below:

1. Clinical competence. Applicants who have received the certificate of clinical competence of the American Speech and Hearing Association shall:

a. File a completed application on the form prescribed by the Commissioner of Education.

b. File an official statement from the American Speech and Hearing Association verifying that the applicant has been issued a certificate of clinical competence by that association, that the certificate is in good standing on the date of the statement and listing the individual's American Speech and Hearing Association account number.

2. Interstate reciprocity. Applicants who have received certification to practice speech pathology or audiology in a state other than Florida, and the standards are at least equal to those for certification in Florida shall:

a. File a completed application on the form prescribed by the Commissioner of Education.

b. File an official statement from the issuing official of the state in which the certificate was granted certifying that the said certificate is valid in that state on the date of the statement, that it was issued on the basis of law and official regulation, a copy of which must be attached to said statement. Upon reviewing the law and regulations furnished, the

Commissioner of Education shall determine whether or not in his opinion the standards of the other state are "at least equal" to those in Florida. The decision of the Commissioner of Education in this determination shall be final.

3. Performance qualification. Applicants who were not engaged in the practice of speech pathology or audiology in the State of Florida on July 10, 1969 and who do not hold a certificate of clinical competence of the American Speech and Hearing Association or a certificate issued by a state other than Florida based on standards at least equal to those in Florida shall:

a. File a completed application in the form prescribed by the Commissioner of Education.

b. Submit transcripts from one or more accredited colleges or universities presenting evidence of the completion of sixty (60) semester hours constituting a well-integrated program that includes eighteen (18) semester hours in courses that provide fundamental information applicable to the normal development and use of speech, hearing and language and forty-two (42) semester hours in courses that provide information about and training in the management of speech, hearing and language disorders and that provide information supplementary to these fields.

(1) Of these forty-two (42) semester hours, no fewer than six (6) may be in audiology for the speech pathologist or in speech pathology for the audiologist.

(2) No more than six (6) of these forty-two (42) semester hours may be in courses that provide academic credit for clinical practice.

(3) Of these forty-two (42) semester hours, at least twenty-four (24), not including credit for thesis or dissertation, must be in courses in the field in which the registration is requested.

(4) Thirty (30) of these forty-two (42) semester hours must be in courses acceptable toward a graduate degree by the college or university in which these courses are taken.

c. Submit evidence of the completion of two-hundred seventy-five (275) clock hours of supervised, direct clinical experience with individuals presenting a variety of disorders of communication, the experience being obtained within the training institution or in one of its cooperating programs.

d. Present written evidence from employers or supervisors of nine (9) months of full-time professional employment pertinent to the certification being sought. This experience must follow the completion of the aforesaid requirements.

e. Submit an official statement from the executive secretary of the American Speech and Hearing Association certifying that the applicant has earned a passing score on the National Examinations in Speech Pathology and Audiology.

General Authority chapter 69-395. Law Implemented chapter 69-395. History -- New 4-11-70; Amended 5-9-70.

6A-10.081 Code of ethics for the practice of speech pathology and audiology.

The code of ethics for the practice of speech pathology and audiology, pursuant to sections 468.139-149, Florida Statutes and as recommended by the Florida speech pathology and audiology advisory council, is as follows:

(1) Preamble to the Code. The observation of highest standards of

integrity and ethical principles is vital to the successful discharge of the responsibilities of all speech pathologists and audiologists. This code is intended to emphasize the fundamental rules considered essential to this basic purpose. The failure to specify any particular responsibility or practice in this code shall not be construed as denial of the existence of other responsibilities or practices that are equally important. Any act that is in violation of the spirit and purpose of this code shall be unethical practice and shall be subject to penalties as defined in sections 468.147 and 468.149, Florida Statutes. It is the responsibility of each registrant to know the principles incorporated in the code and to inform the Florida Speech Pathology and Audiology Advisory Council of any violation of these principles.

(2) Ethical Responsibilities. The ethical responsibilities of the registrant, as defined in sections 468.142 and 468.144, Florida Statutes, require that the welfare of the person he serves professionally be considered paramount.

(a) Any registrant who engages in clinical work shall possess appropriate qualifications as provided in sections 468.143 and 468.145, Florida Statutes.

1. The registrant shall not provide services for which he has not been properly trained, i.e. had the necessary course work and supervised practicum.

2. The registrant shall not accept remuneration for providing services for which he is not properly certified.

(b) The registrant shall follow acceptable patterns of professional conduct in his relations with persons he serves.

1. He shall not guarantee the results of any speech or hearing consultative or therapeutic procedure. A guarantee of any sort, expressed or implied, oral or written, is contrary to professional ethics. A reasonable statement of prognosis may be made, but successful results are dependent on many uncontrollable factors; hence, any warranty is deceptive and unethical.

2. He shall not reveal to unauthorized persons any confidential information obtained from the individual he serves professionally without the permission of the individual served.

3. He shall not exploit persons he serves professionally by accepting them for treatment where benefit cannot reasonably be expected to accrue, by continuing treatment unnecessarily, or by charging exorbitant fees.

(c) The registrant shall use every resource available, including referral to other specialists as needed, to effect as great improvement as possible in the persons he serves.

(d) The registrant shall take every caution to avoid injury to the persons he serves professionally.

(3) Duties of Professionals. The duties owed by the registrant to other professional workers are many.

(a) He shall not engage in professional invective directed toward colleagues or members of allied professions.

(b) He shall encourage free professional discussion of all theoretical and practical issues.

(c) He shall establish harmonious relations with members of other professions. He shall endeavor to inform others concerning the services that can be rendered by members of the speech pathology and audiology professions and in turn shall seek information from members of related professions. He shall strive to increase knowledge within the field of speech and hearing.

4. Special Responsibilities. The registrant has special responsibilities.

(a) He shall guard against conflicts of professional interest.

1. He shall not accept compensation in any form from a manufacturer or a dealer in prosthetic or other devices for recommending any particular product.

2. He shall not engage in commercial activities that conflict with his responsibilities to the persons he serves professionally or to his colleagues. He shall not permit his professional titles or accomplishments to be used in the sale or promotion of any product related to his professional field. He shall not perform clinical services or promotional activity for any profit-making organization that is engaged in the retail sales of equipment, publications, or other materials. He may be employed by a manufacturer or publisher, provided that his duties are consultative, scientific, or educational in nature.

(b) He shall help in the education of the public regarding speech and hearing problems and other matters lying within his professional competence.

(c) He shall seek to provide and expand services to persons with speech and hearing handicaps, and to assist in establishing high professional standards for such programs.

General Authority 468.142(3) FS. Law Implemented 468.139 468.149 FS
History -- New 2-20-71.

6A-10.082 Qualifications for registration for speech pathology aides and audiology aides.

To be eligible for registration by the Commissioner of Education as a speech pathology aide or an audiology aide, the applicant shall:

(1) File a completed application on the form prescribed by the Commissioner of Education.

(2) Be of good moral character.

(3) Submit official transcript from one (1) or more accredited junior colleges, community colleges, or four (4) year institutions of higher education presenting evidence of the completion of twenty-four (24) semester hours in courses constituting a well-integrated program that includes the following:

(a) Nine (9) semester hours in courses that provide fundamental information applicable to normal human growth and development, psychology, and normal development and use of speech, hearing and language.

(b) Fifteen (15) semester hours in courses that provide information about and observation of speech, hearing, language disorders, general phonetics, basic articulation, screening and therapy, basic audiometry, or auditory training; of these fifteen (15) hours, at least nine (9) of the fifteen (15) semester hours must be in courses in the field, speech pathology or audiology, for which the applicant is to be registered.

General Authority 468.142(3) FS. Law Implemented 468.139, 468.149 FS.
History -- New 8-19-72.

6A-10.083 Supervision of speech pathology aides and audiology aides.

(1) A "registrant" who employs a speech pathology aide or an audiology aide shall be responsible for the direction of all client services provided by said aide and shall be responsible to the client for the performance of these services.

(2) Any "registrant" who employs a speech pathology aide or audiology aide shall:

(a) Insure that the aide shall not be responsible for making decisions regarding the diagnosis, management and future disposition of clients.

(b) Insure that the aide shall be assigned only to those duties for which he/she has been specifically trained and for which he/she is qualified to perform.

(c) Outline and direct the specific program for clinical management of each client assigned to an aide.

(d) Maintain contact with each client during the course of clinical management.

(e) Insure that at the termination of clinical services, the case is reviewed by the "registrant."

(f) Conduct an on-going evaluation of the role and of the task experiences of the aide.

(g) Reassess and redesign programs when either the task or the environment changes significantly.

(h) Discontinue clinical services provided by the aide should conditions arise in which any of the above cannot be adhered to.

(3) The "registrant" shall be responsible for the legal, ethical, and moral professional behavior of each aide.

(4) The "registrant" shall, upon renewal of his annual certificate, submit a current roster of aides in his employ. Any changes occurring in this roster must be reported to the State Department of Education within thirty (30) days.

General Authority 468.142(3) FS. Law Implemented 468.139, 468.149 FS.
History -- New 8-19-72.